

Break

Back to basics

Mistakes, it seems, still continue to abound over the teachers' pay claim—which currently rests with the three-strong arbitration panel.

Following last on the heels of the £130 million Clegg commission report error, the local authorities have had to admit that they got their sums wrong over their renewed pay offer for 1980-81.

As the teachers' panel submission to the arbitration panel is an ironic footnote, it can be noted that sometime after the meeting of June 4 (the final Burnham committee meeting before deadline) a letter came from the Management Panel Secretariat stating that their revised offer should have been one of 9.367 per cent and not 9.287 per cent.

"They had, it seems, miscalculated the amount that would be left for teachers—if they managed to recoup the £130 million from their 13 per cent offer for 1980-81."

Open ended

"In Norway we organize schools a much simpler way than the English system. Indeed there may be doubt if you have a system..." said Rolf Sundt from Norway's Basic School Council. He was in Oxford with a party of 18 Norwegian heads, school superintendents and teacher trainers, talking about and looking at Open Education. Our own Schools Council had arranged the visit.

If Open Education sounds a sweet, sad distant note from the late 1960s in this country, in Norway it is the great clarion call. The Basic School Model Plan, of 1974, went all-out for all kinds of open-ness—parent and student involvement, non-streaming, "children are to learn how to learn."

On the whole, the Norwegians had been impressed by what they had seen in Oxfordshire and Buckinghamshire primary schools. Laila Brundand, head of what sounded like a model model-plan primary in Kristiansund, said that on a visit some years ago she had been struck by the lack of structure in one or two "open" English primaries. "And I am afraid that without structure, there could be very loose and bad progress in education."

But on this she had seen nothing like that. Instead, they had seen one or two schools "creating a learning environment instead of a teaching environment."

She had also, it must be said, been struck by the poverty-stricken

conditions teachers work in. "I would like to take my whole staff to see how spoiled we are. Your teachers and heads are so hard-working, but they have too few resources to do the job."

The thing that most startled the Norwegians was the gap between primary and secondary schools. "In your primary schools you make students independent. In your secondaries, you make them dependent on the teacher, and they don't use their skills and capacity for planning their work."

Rolf Sundt admitted that any gaps in Norway between the first and second stage of schooling would "have to do with the final examination."

Every child takes at least one exam, either oral or written, in Norwegian, English or maths. They are not told which until two days before the exam. The results are graded, but everyone passes. As Rolf Sundt said, with just a trace of malice: "You can't push children through nine years of compulsory education—and then fail them at the end."

Pessimistic poets

"It's nice to be a fairy/It's nice to be an elf/It's nice to be a teacher/It's nice to be yourself," Kit Wright, the poet, presenting the prizes in the Poetry Society's annual Poetry Competition party on Sunday, was glad he hadn't had to read out the first line of this poem by an absent writer-up in the junior section. The junior prize-winners (first prize: *The Happy Smith* trooped cheerfully, white-socked and clean-shod, up to recite their poems, but the more



Young poets with the presenters: Alison Pilnick, Donald Swann, Andrea Maister, Debbie Osman and Kit Wright.

serious burdens of poetry could be discerned weighing down the intermediate and senior entrants. The poet Cull and Abernethy replaced happier manifestations of nature in the verse.

Donald Swann's exuberance punctuated the change from insouciance to "chubby vulnerability" which one of the poets, movingly described, quivering on her high heels. Everyone seemed to enjoy themselves, even the young man who introduced his work "I've been told my poems are depressing, so if anyone feels like suicide the window is there, please be my guest". Like everyone else, he forgot to collect his prize and had to go back for it.

Midwinter's autumn

It looks as if one of the most sharp-shooting and vociferous members of the educational battalions is gradually slipping further out of the mainstream.

Dr Eric Midwinter of Liverpool, ACE and consumerism, is to become director of the Centre for Policy on Ageing, as from next September. After a career which moved on from teaching to lecturing in a training college, Midwinter took on the formidable job of putting together the Liverpool Community Project. His imaginative schemes for involving the local people in what went on within the school walls—like turning a butcher's shop into the artistic centre of Liverpool 8—were unorthodox at the time, though they seem like common currency now.

Five years ago he was persuaded to move to the newly established National Consumer Council by its first director, Lord Young, with whom Midwinter had been a close collaborator in the early days of the Advisory Centre for Education. His post as director of the Public Affairs Unit has involved him in a much wider field than education, though his interest in it has never flagged. He started the council's magazine, *Clapham Omnibus*, and got discussions going between the NCC and consumer groups like the Campaign for the Advancement of State Education and the National Confederation of Parent-Teacher Associations. He was also able to bring them and the Taylor Committee together to discuss the implications of the report on school government.

Even so, the job has not kept him anywhere near the heart of the educational battle and though he remains chairman of ACE, his new lease of life since returning from Cambridge to London must largely be attributable to its innovative director, Peter Newell, whose hands it can safely be left.

Of course demographic trends make policy for the aged a growth area for research, and continuing education for old age pensioners is a wide open field. Still, it does seem a long way from the territory Midwinter originally made his own—in community education and the north—and the centre's Regent's Park headquarters is a long way from Manchester United.

Burnham's Irish question

Our account a few weeks ago of Eamonn O'Kane's first Burnham as a NAS/UWT representative from Northern Ireland has prompted a more critical report from Belfast on the same eye-opening meeting.

It seems that Terry Casey told the joke about the Irish trade unionist who arrived back and told his members he had good news and bad news for them. The bad news was that they were having a pay cut, the good news that they were getting it backdated.

The new Irishman on his team was not amused, especially since teachers in Ireland are better paid than those in Britain.

Perhaps a proper that Fred Jarvis, leader of the teachers' panel on Burnham and general secretary of the National Union of Teachers, has meanwhile written to Terry Casey, his opposite number at the NAS/UWT, to say that the Remuneration of Teachers Act, which set up Burnham, does not extend to Northern Ireland—"it would seem clear that no teacher from Northern Ireland can be represented on the teachers' panel". In reply, Mr Jarvis wrote: Wakefield, assistant general secretary of the NAS/UWT, makes the point that if this means only serv-



"All cuts are cancelled, in the government will take the money raised by parents."

ing English and Welsh teachers sit on Burnham, then Mr himself should not be there.

What lies behind this exchange is the long running over union membership figures. The NUT's worry that the UWT will include the North Ireland membership figures in the headcount of union members is being sought by the Department of Education and Science. The NAS/UWT reply points out that the NAS/UWT represents association as a whole.

BED culture

As we get into the madding sear howlers from examination pay are always good for a laugh wider audience. BED crops up a suitably esoteric quality for particular column, so here a couple of recent extracts:

"Freud thinks that if one behaviour it becomes extinct."

"Ellis was sacked because of his middle-class culture."

Next week

Belfast's children: Robert O'Kane's first Burnham as a NAS/UWT representative from Northern Ireland has prompted a more critical report from Belfast on the same eye-opening meeting.

THE TIMES Educational Supplement

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Twenty-one cyclists leave Islington Green School, London, on a coast-to-coast fund raising tour of America.

Now Clegg error threatens pensions

Teachers who have retired since April 1 last year—and the many who are expected to leave by August next year—are the latest group to be affected by the £130m Clegg error. They could have their pensions and lump sum

payments reduced. Blame for the mistake was pinned this week on the Office of Manpower Economics which serviced the Clegg commission. An obsession with secrecy was a contributory factor. Richard Garner reports.

Report pins blame on civil servants

Up to 32,000 teachers who are expected to retire by August next year may have their pensions cut by hundreds of pounds because of the mistake in the Clegg report. Before the mistake was discovered, teachers' pensioned by the Government over the Ombudsman, at the request of Mrs Thatcher, also highlights the veil of secrecy which surrounded the Clegg commission's decision to alter its methods of assessing teachers' pay, adding this may have "closed off one avenue by which the error might have been detected."

The chain of events which led to the mistake began when Professor Clegg decided to consider alternative approaches to determining teachers' pay after the job evaluation exercise carried out by Inbucan, a firm of management consultants, was scrapped. He gave the OMB with secretariat services, two weeks in which to produce a report on alternatives and told its principal to compile it "discreetly".

In view of the urgency, a higher executive officer (later confirmed as Mrs Nancy Kershaw), who had no previous knowledge of teachers' pay scales, sought the information

which included the starting salaries of graduates—by telephone. She said she had spoken to various officials at the DES and LACSAB, the local authorities' secretariat service for teachers' pay, but her note of the call did not disclose the source of the information. Neither the DES nor LACSAB had a record of the inquiry.

The inaccurate information was then included in the report on alternative approaches. Later, the calculations in the paper were checked by statisticians but not their source. Meanwhile, the commission told no one of its change of plan because, says the report, "on the basis of previous experience the commission feared such information would be leaked to the press". (The DES published details of almost every major stage of the Clegg inquiry.)

A week before the commission submitted its report to Mrs Thatcher, parts of the text were sent to the DES for checking but the crucial chapter containing the inaccurate pay withheld "consistently with the commission's earlier decision not to inform the parties about the content of the alternative approach."

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Children taught to read with 'too easy' books

By Diane Spencer

Teachers either under or over-estimate their pupils' reading ability, a leading expert in reading has warned. Mrs Vera South, who said 64 per cent of second-year children and 50 per cent of first-year children were being taught by their teachers with books which they could perfectly well read by themselves.

Dr Southgate-Booth was addressing a conference at Reading University last week. She was part of a team were trying to discover if their pupils were being taught to read by the "Harder to Read" books called by the Schools Council. "Extending the Reading" books, which were based on four years' research in junior schools, and 20,000 primary schools, with first and second-year reading, what methods they used,

how children learned, how children used the skills they had, which books they read with teachers, by themselves, and children's attitudes and most important how they might become habitual readers.

She also discovered that most teachers were using a reading scheme that was published in 1953—62 per cent of nine-year-olds used it and 52 per cent of eight-year-olds used the scheme called "Wide Range".

The total supply of books in the schools varied between nine per child to 21.3 per child; of the fiction more than half was in the "Harder to Read" category whereas Mrs Southgate-Booth thought the proportion should be the other way round.

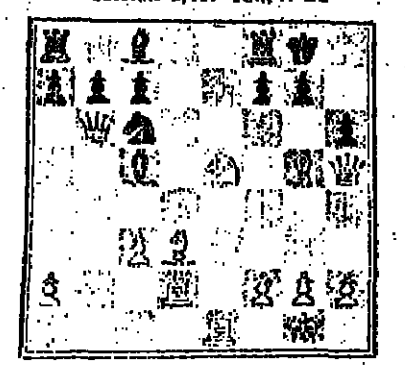
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Chess

Premature Opening up of the Centre While it is true to some extent that the art of defence lies in counter-attack, it should be remembered, especially by Black, who by the nature of things is always a little behind White in development, that a premature counter-attack can rebound with increased vigour and force on the player who first opens up the game.

This applies particularly to the centre which is the scene of the earliest action and counter-action. If in a King's Pawn opening you advance your QP to Q4 too early, or if in a Queen's pawn opening you advance your KP too soon, then you leave your King wide open to

Position after 18... N-B3



attack and inevitably you will find yourself succumbing to a mating attack.

The danger period in most cases seems to be from moves five to 10. A central counter-thrust before that is unlikely since you must busy yourself with some development, while a central thrust after that may be timely and therefore not premature.

In the following game Black commits his premature central thrust on the seventh move and from then on his King is in deadly danger. How White exploits all this is most instructive.

The game was played and won by the winner of the Norwegian Open Championship, which was played at Garderøke this year.

White—D. Cramling, Black A. Orustein, English Opening.

1. P-Q4; 2. N-K3; 3. B-N3; 4. P-Q3; 5. P-Q4; 6. P-Q3; 7. P-Q4; 8. P-Q3; 9. P-Q4; 10. P-Q3; 11. P-Q4; 12. P-Q3; 13. P-Q4; 14. P-Q3; 15. P-Q4; 16. P-Q3; 17. P-Q4; 18. P-Q3; 19. P-Q4; 20. P-Q3; 21. P-Q4; 22. P-Q3; 23. P-Q4; 24. P-Q3; 25. P-Q4; 26. P-Q3; 27. P-Q4; 28. P-Q3; 29. P-Q4; 30. P-Q3; 31. P-Q4; 32. P-Q3; 33. P-Q4; 34. P-Q3; 35. P-Q4; 36. P-Q3; 37. P-Q4; 38. P-Q3; 39. P-Q4; 40. P-Q3; 41. P-Q4; 42. P-Q3; 43. P-Q4; 44. P-Q3; 45. P-Q4; 46. P-Q3; 47. P-Q4; 48. P-Q3; 49. P-Q4; 50. P-Q3; 51. P-Q4; 52. P-Q3; 53. P-Q4; 54. P-Q3; 55. P-Q4; 56. P-Q3; 57. P-Q4; 58. P-Q3; 59. P-Q4; 60. P-Q3; 61. P-Q4; 62. P-Q3; 63. P-Q4; 64. P-Q3; 65. P-Q4; 66. P-Q3; 67. P-Q4; 68. P-Q3; 69. P-Q4; 70. P-Q3; 71. P-Q4; 72. P-Q3; 73. P-Q4; 74. P-Q3; 75. P-Q4; 76. P-Q3; 77. P-Q4; 78. P-Q3; 79. P-Q4; 80. P-Q3; 81. P-Q4; 82. P-Q3; 83. P-Q4; 84. P-Q3; 85. P-Q4; 86. P-Q3; 87. P-Q4; 88. P-Q3; 89. P-Q4; 90. P-Q3; 91. P-Q4; 92. P-Q3; 93. P-Q4; 94. P-Q3; 95. P-Q4; 96. P-Q3; 97. P-Q4; 98. P-Q3; 99. P-Q4; 100. P-Q3.

(a) Usually this leads to little more than a draw, owing to the further of early exchanges. The rare restraint—N-B3 is to be preferred as leading out the most options for White.

(b) This opening up of the centre is premature: better are both 7... P-Q3 and 7... P-B4.

(c) If 8 Q-K2, B-K2; (and not 8... B-Q3; 9 P-B4) 9 QxP, QxQ; 10 P-Q4, N-B3; 11 P-B4, P-B3 and Black's fine free game is ample compensation for the pawn.

(d) A mistake, as becomes apparent when White plays his eleventh surprise move. Better was 10... P-KB3.

(e) A very pleasing move; the Bishop is taboo since if 11... PxB; 12 Q-Q8 mate, and if 11... QxB; 12 R-K1.

(f) Afterwards Orustein suggested 11... B-QB4 as better, but then comes 12 BxP, O-O; 13 R-K1, Q-QB3; 14 N-Q4 and White's raking two Bishops give him practically a won game.

(g) Forcing Black to create a pawn weakness on the K side. Now, after 16... P-KN3; 17 Q-R6, threatening R-R4 and R-KR4 leaves Black paralyzed.

(h) If 18... N-Q2; 19 NxP, RxN; 20 N-Q4 and White wins. Or if 18... B-K3; 19 BxP, P-B3; 20 QxP, B-B4; 21 Q-N5 ch, B-N3; 22 NxB, PxN; 23 B-B4 ch, K-K2; 24 R-K7 ch, BxR; 25 Qx8 ch, and wins.

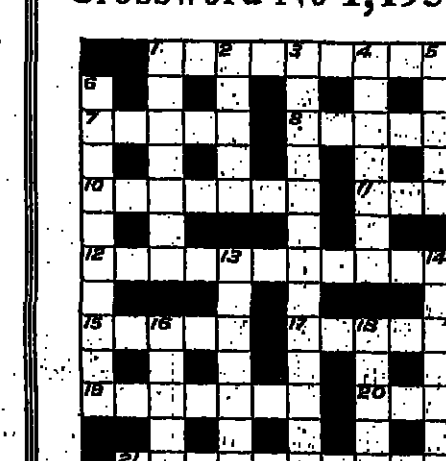
(i) Or 20... KxB; 21 RxN, B-Q3; 22 Q-N5 ch, and White mates in two.

(j) If 21... PxB; 22 Q-R8 ch, K-B2; 23 Q-R7.

(k) The King is too exposed; if, for example, 22... B-K3; 24 Q-R4 ch, K-N2; 25 Q-N5 ch, mates in two.

Harry Golombek

Crossword No 1,195



Across

1 Miserable mollusc condition when a bird gets cracking on it (5, 5).
2 When the British will lose their freedom (5).
3 Reversal of back to back (7).
4 Help to the jungle howl? (4, 3).
5 What's cooking? (5).
6 Where play is to

Down

1 Embellished (6, 7).
2 Golden Oldie (4, 5).
3 Shouldn't you be at work? (4, 5).
4 What's the matter? (4, 5).
5 54150 (5).
6 Way to a woman's heart (4, 5).
7 Safe place (4, 5).
8 What's the matter? (4, 5).
9 A little later (4, 5).
10 Crying a little (4, 5).
11 A little later (4, 5).
12 Crying a little (4, 5).

Solution to No 1,194

one's taste (6, 2, 5).
10 Jack of three crosses (5).
11 May be turned when you have listened enough (4, 3).
12 Deposed ruler served by women who turned back (7).
13 Coldweather house built of local material (5).
14 Fleet Street typist need not be feared (5, 5).

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Platform

David Sample reviews the stormy history of advisory bodies on the supply and training of teachers

The Advisory Committee for the Supply and Education of Teachers is due to meet shortly, after a gap of more than two years. The history of the advisory councils and committees since 1949 is a story of contentious and unresolved disagreements and this is an attempt to review the reasons for the disagreements and to consider the problems and opportunities facing the new committee.

The National Advisory Council on the Training and Supply of Teachers (NACTST) operated from 1949 to 1965 and produced nine major reports before the chairman resigned, in 1965, in the face of increasing dissent within the council. It did not meet again but, following considerable pressure from the educational establishment, the 1972 White Paper included a new government commitment and the Advisory Committee for the Supply and Training of Teachers (ACSTT) was established, for a trial five-year period, in 1973. In 1978, Sir Peter Williams said she would extend its life but a general election intervened and the new government did not set up the new Advisory Committee for the Supply and Education of Teachers (ACSET) until April 1980.

Even within the DES there have been different views about how the advisory committee is supposed to work. Speaking at a conference in January, Roy Walker, then under secretary responsible for teacher education at the DES, hoped that ACSET would be able to handle the challenge which NACTST had faced. ACSET did not meet, namely to provide considered, mature advice in an atmosphere of partnership, instead of taking up the political stances of vested interests groups. Another department official, however, who also hoped that ACSET would become a genuine advisory body, conceded that it was likely to continue to be treated as a consultative body or sounding board for the views of interest groups. A former under secretary stated that the department was never clear whether it wanted a committee to advise it or a committee of interests to consult, and that ACSTT was bedevilled by this ambiguity.

It is clear that neither the DES nor the minister concerned have resolved the question of whether to regard the committee as a collection of representatives of the established groups, brought together to negotiate an agreement, or as a body of experienced individuals, drawn from various sectors of the educational community, to provide advice and come to a consensus on policy options provided by the department. In the past they have set up committees as though they were a former and expected them to operate as the latter, a policy which they are now applying in the case of ACSET.

When the chairman of NACTST resigned in 1965 he explained that the divisions in the council did not arise simply from differences in opinion, but were the outcome of fundamental conflicts of interest about issues of national policy which required political decisions. He went on to suggest that the council should be chaired by a minister rather than by an independent person. In spite of this suggestion, ACSTT was chaired by a vice-chancellor and Dr Butler, the vice-chancellor of Loughborough University is in chair the new ACSET. Further, the members of ACSTT were only rarely attended by the minister and so it was left chiefly to the senior civil servants to transmit and interpret the committee's views and recommendations. Lord Bayly pointed out the difficulties in this situation: the committee's professional experience, its status as a consultative body, its potential voice could have direct access to his ear, politically unrealistic judgments might be avoided without causing unnecessary work and re-

Good advice for the DES



Mr Roy Walker: high hopes for ACSET



Mrs Shirley Williams: aimed to retain ACSTT



Dr Clifford Butler: the new Chairman

sentment among the members of the committee. The work of ACSTT split into two clear sections: on teacher supply and resource provision, which was carried out by the main committee, based on papers prepared by the DES; and on professional issues such as in-service education, which was carried out by sub-committees and working groups and to which local authority and teacher representatives contributed.

The fact that papers for the main committee were prepared by the DES, based upon data collected and analysed by the DES, put considerable power in the hands of the department, particularly in deciding what was to be included or excluded from the papers. During the mid-seventies, the potential over-supply of teachers meant that decisions had to be taken quickly and so the department would not have wished ACSTT to reopen alternative solutions already discarded as unrealistic. Such an approach could easily have given the impression that decisions had already been reached, and some members of ACSTT may have felt that they were being put under pressure to accept and concur with the DES line without enough chance to consider possible alternatives. In fact, one ACSTT member, giving evidence to a Parliamentary committee in 1975, referred to the committee as a confidence trick and a façade, and said that all the major decisions on the reorganization of the supply of education had been kept off the agenda of ACSTT by the DES.

The sub-committees worked on issues such as in-service education, induction programmes, school staffing standards and further education teacher provision were areas in which representatives could use their own professional experience, as well as that of their organizations. Local authority and teacher association members working with HMI were able to do much useful work. What was missing in most cases,

however, was the presence of a sufficiently senior DES official and, if possible, for the groups to produce recommendations which would receive low priority, or be rejected altogether when resources were in short supply.

The picture, then, was one of sub-committees and working groups studying a wide range of relevant professional issues while the pre-occupation of the senior officials was with over-supply of teachers and resource implications. Such a situation was probably inevitable, given the circumstances, and there was evidence that some senior officials were aware of it and were concerned that funds were not available for projects which they agreed would have been valuable. However, the main committee could, perhaps, have undertaken a more imaginative promotional role on behalf of some of the recommendations produced by the sub-committees. Although their reports appeared regularly on ACSTT agendas, they did not always receive the positive support from the committee which might have produced the necessary resources.

During the period of expansion, the problem had remained dormant but, when financial constraint became necessary and resources began to dry up, the problem surfaced. Certainly it will face ACSET, and one of the criteria by which ACSET may subsequently be judged is the degree to which it can get action to implement professional development in the face of government policy to reduce public spending.

One of the recurring criticisms of advisory bodies has been that the battles between factions tended to obscure the important issues, which needed clear, rational discussion, and led to difficulties in producing the consensus necessary for the successful implementation of recommendations.

The creation of an independent body, usually referred to as a JET (Joint Council for the Education of

Teachers), has been suggested as a means by which professional issues could be thoughtfully debated in an atmosphere unpolluted by the political squabbling on the advisory bodies. JCET would be able to fill the vacuum created by the disappearance of the ATODE (Association of Teachers in Colleges and Departments) and by which it amalgamated with the ATTI to form NATHEP and the fragmentation of teacher education among the universities, polytechnics and colleges. It could counter the danger, felt by some teacher educators, that rigid JCET decisions taken by either the CNA or ACSET could dominate the teacher education curriculum.

Attempts to create a JCET during the late 1970s had failed because none could decide who should participate, organizations or individuals, how many members would be on the committee and by whom the chairman should be selected. There were also the problems of financing a secretariat, and collecting information and data.

It was clear that the council would, in many cases, duplicate the work of the ACSET sub-committees, without necessarily having access to the information provided by the DES for ACSTT, and that it would be even further removed from the political centre than the ACSTT sub-committees had been. However, JCET would be autonomous and the government would be unable to close it down for producing unpalatable advice. Further, a JCET could be created in which the practitioners would have a real voice and to which they could be democratically elected. ACSET membership of 33 includes 10 local authority representatives, five representatives of institutional management and only eight representatives of teacher organizations—four from schools and four from teacher education.

The feeling exists in some quarters that the DES would still prefer to obtain consent to its own policies under the label of advice, particularly when such advice comes from representatives of all the main interests in the field. For ACSET to be more than a rubber stamp, it is necessary for the DES to be more open with the committee, to present a greater range of information and to involve the committee in formulating policy options at an earlier stage than was the case with ACSTT.

Up-to-date information on resources would help the sub-committees and working groups, as would regular contact with senior DES officials. The relationship between the committee and the minister, and its political dimension, needs to be clarified. Given such, admittedly, improvements, we might expect more open cooperation from the local authority and teacher associations. Given reasonable access to information and to the minister, representatives might be more inclined to submerge their differences and concentrate on placing the current problems and their solutions in some agreed order of priority. It seems unlikely, however, that such change of attitude will occur before the DES or the politicians make some concessions. As long as the DES holds the cards and the minister remains remote, the associations must too, over-ride and to expect representatives in such a situation to be anything but defensive would be unduly optimistic.

The extent to which any advisory committee can produce politically realistic policy recommendations, based upon sufficient relevant information, is the most intractable problem and is one to which ACSET will need to pay particular attention. Whether a solution can be found, without some clear agreement among all members on the function the advisory body should fulfil, is rather doubtful.

David is a senior lecturer at Roffe College, Exmouth, at present on leave to study in the Department of Educational Administration at the London University Institute of Education.

NEWS

Union boycott threat to talks on conditions

by Richard Garner

Negotiations on a new condition of service and hours deal for teachers could be in jeopardy because of a threat by the National Union of Teachers to boycott the talks.

The NUT wants an independent chairman to be appointed to the Council of Local Education Authorities schoolteachers' committee, the parent body under which the working party on hours and conditions would be set up.

The union is far from happy with the present position whereby the local authorities take the chair at every meeting but would be prepared to settle for a shared chairmanship.

Mr Doug McAvoy, NUT deputy general secretary, said: "Such an arrangement may have been all right while CLEA/st was no more than a talking shop but, in view of the important business being transacted there nowadays, it is ridiculous for us to be left in the upstairs, downstairs relationship of having a biased chairman."

"There is no other group of employees who negotiate with an employer chairman and therefore there is no reason teachers should have to put up with this. I am confident the employers will see the logic of our case but—if they do not, we will enter into a situation where we are negotiating through a biased chair."

"I am confident that all the executive of the NUT would agree—if the employers were pursuing this line—that they would not attend such discussions."

The result of a boycott would be to stop the conditions of service talks, considered crucial by the authorities. Some observers believe the teachers are adopting the hard line because they realize they are negotiating through a biased chair.

In the past, the authorities have refused to accede to the teachers' request—offering only the possibility of setting up a national joint council along the lines of the Burnham committee, which negotiates pay and has an independent chairman, to consider conditions of service.

It was felt that a hard line from the teachers would lead to members of the Conservative-controlled Association of County Councils officials, their heels in. "As one official put it: 'We could be in for trouble'."

Meanwhile, London members of the National Association of Schoolmasters/Union of Women Teachers—the union which is already boycotting the conditions of service discussions—have launched their own campaign against the authorities' plans for changes in conditions which, they say, will lead to a 23 per cent increase in hours and a 23 per cent cut in holidays.

The authorities are seeking an agreement whereby teachers would work a maximum of 205 days a year and have 271 hours a week maximum set out for teaching contact time, 24 hours minimum set out for marking and preparation and 78 hours maximum for all day supervision and parents evenings.

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NEWS

Cuts bite deep—'be honest'

Sarah Bayliss reports from the Council for Local Education Authorities conference at Solihull

The Government should be honest and admit that public spending cuts and budget cuts in education services, and a leading Conservative councillor to loud applause during a debate on the maintenance of standards at the conference theme.

In a speech highlighting the conflict between "our lords and masters" and what in reality local authorities had to do, Lieutenant Colonel Tony Doves-Brennan, chairman of Somerset education committee, said: "For God's sake let's not pretend that the cuts we've made are a joke—11 per cent in the past seven years—are not going to produce a serious deterioration in the service."

Mr Doves-Brennan, describing himself as a "true blue Tory", said he was in favour of a more realistic approach to education, but was virtually abandoned nursery education, discretionary transport, school crossing patrols and youth provision. The pupil teacher ratio was the worst in England and Wales.

"Where do we go now to find more staff?" he asked. In Somerset, only 127 of the 7,500 education staff were administrators and 127 of them would only be able to do the work of 127 teachers. "We find it very difficult to see where all this vast mass of bureaucrats are," he said.

Warning against blanket testing

Schools should be encouraged to use their own performance in an effort to improve standards and not to be "reduced" into using blanket testing, said Professor Edward Wragg, director of the School of Education at Exeter University.

In a speech advocating "localism" and making increased central control of education a thing of the past, he said local education authorities should not use the test item bank recently established by the Assessment of Performance Unit.

The form of blanket testing, which could be marked by a computer, led to "a kind of 'one size fits all' accumulation of useless knowledge. It did not develop skills, attitudes or behaviour and would probably result in a lowering of standards."

In health education, for example, it was better to educate children

to eat a balanced diet, take regular exercise and avoid dependence on drugs than to know the formula of a search or the structure of a molar tooth.

In spite of popular belief, measurable standards in education had been rising. In the 10 years between 1965 and 1975 the proportion of children getting between one and four O levels had gone up from 15 to 25 per cent of the relevant age group. Those getting two or more A levels had risen from 10 to 12 per cent.

But society had increased its demands on young people even more. It was not enough to require O levels now required A level passes. "It's not so much that schools have not delivered the goods but that society has demanded more. The entrance fee is higher," said Professor Wragg.

In particular the world had grown

Mr Tom Caulcott, secretary of the Association of Metropolitan Authorities, reminded the conference that forward planning would become increasingly difficult since the Government had decided to abandon any more four-year White Papers on expenditure. In addition, the new block grant system of funding would end increase orders—to top up for inflation—from November 1981.

Mr Peter Horton, Labour chairman of Sheffield, warned that a further 2 or 3 per cent cut would mean 50,000 fewer jobs since councils had nothing left to cut. Another motion proposed by Sheffield, expressing grave concern about youth unemployment and calling for more investment in training, was carried almost unanimously.

A Kent motion calling for the repeal of the Remuneration of Teachers Act was passed unanimously, as was a Birmingham motion calling for a more precise definition of teachers' contractual responsibilities.

A House of Commons motion drawing attention to the Somerset motion on the CLEA conference is being signed by Labour MPs in a call for the Government to change its "destructive policy of cuts forthwith."

"If enough people think it is a good idea then I think we would want to do something on the scale of the National Engineering Scholarships," she said. That scheme currently involves 300 engineering students at selected universities and polytechnics.

Lady Young said recruitment to teacher training institutions in short subjects—maths, physical sciences and craft—was still falling short of targets. The only hope of sign was an increase in applications for the Post Graduate Certificate of Education courses beginning in

the autumn. They were up to 12 per cent in every age group—who were leaving school with no qualifications, no training and no prospect of a job. They were a "dickering time bomb" likely to explode within the next five years. "Every day is a failure for them. Every day they come up against 50 or 100 things they can't do."

They desperately needed a sense of pride otherwise their energies would be channelled into anti-social behaviour, vandalism and violence. All children would benefit from more school-based evaluation. "The danger is that all local authorities should appoint an adviser with special responsibility for this, to work directly with headteachers, deputy heads and primary staff. Governors and parents could also be involved in the 'self-evaluation' of a school."

Mr Harris said that nearly 100 from the steel works four miles away from Gwent college in Newport, had originally applied. "We interviewed them and brought the number down to just under 40, including some women. Some have degrees—and that makes them eligible to apply for a postgraduate certificate in education course—and some have HND."

"We are managing to keep going. But the scheme had three things to recommend it: providing work for the redundant, helping with the shortage of teachers in certain subjects—quite important, this—a good example of a college such as ours responding to local needs."

He criticized the Government for subjects which might have enhanced their usefulness to society.

His career is evidence that if one cannot any longer attempt to be a Leonardo, an omniscient Renaissance Man, at least one can try to be multi-competent. I hope my own is too. With whatever success, I have tried to be a teacher in the discipline in which I was trained, a professor of a discipline in which I was never trained, an administrator, and a politician. I have tried to do all three at the same time, and I have found that the only way to do this is to be a multi-competent man, and to be a multi-competent man is to be a multi-competent man.

I began with personal reminiscence, but my concern is for the future. Can we any longer continue with an ever more selective higher education system which forces ludicrously early and unwitting subject choice upon school children? Can we rely on a system which leaves most of the practical training of those of all levels of ability to the time after they have left the formal education system—and then much of it to learning by doing?

The result may be the preservation of a culture, but at the same time a loss of the "Two Cultures" put in a singularly impoverished society.

Cash bonus scheme for shortage subject students

A new government scholarship scheme to attract able young people into teaching shortage subjects will be discussed with the local authorities later this month.

The scheme, worth between £500 and £750 a year extra to selected teacher training students, would involve the promise of a teaching post and an undertaking by the student to take the job for a given period.

The scheme, analogous to the National Engineering Scholarships pioneered by the Labour Government in 1977, was one of several suggestions posed to cover teacher shortages by Lady Young, Minister for Schools, in an address to local authority leaders and officers at the CLEA conference on Friday.

At a press conference later Lady Young said the idea had already been tried with success in Leicester with physics students from the university being promised a teaching job by the county council. However, no cash incentive had been involved.

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the autumn. They were up to 12 per cent in maths and 32 per cent in physics.

In nearly all local authorities and many schools, there were shortages of teachers; in January last year there were 600 vacancies for maths teachers, 600 vacancies for physical science teachers and nearly 400 for teachers of craft, design and technology.

Lady Young urged careers advisers, including those in universities, to publicize the fact that there were still good jobs in teaching. Were they, in particular, drawing these opportunities to the attention of girls?

The minister said that differential pay for shortage subject teachers was not a "sufficient short term solution" but she would be happy to discuss it with local authorities. In addition, more married women, qualified in shortage subjects, being attracted back to the classroom? "Will there be part-time posts for them if that is all they can manage?" she asked.

Local authorities should also investigate the fact that a number of teachers—such as 10,000 maths teachers in 1977—were not employed to teach their subject.

During questions to the minister, Mrs Mark Corliss, deputy leader of the Inner London Education Authority, said her greatest fear was that the supply of all teachers was going to dry up. "There are disincentives across the board," she said.

Lady Young spoke in the place of Mr Mark Corliss, the Education Secretary, who was confined to bed with influenza.

Hopefuls fail first hurdle

by Bert Lodge

Between 30 and 40 redundant white-collar staff from the Llanwrnog steel works have been turned down for retraining, as maths and science teachers.

Although the Department of Education and Science is currently appealing for recruits to its one-year training and retraining programmes, it has decided that a year would not be long enough.

Mr Mervyn Harris, principal of Gwent college of education and initiator of the idea, said this week he was very disappointed. Although the group could still apply for a one-year course to train as teachers in further education, many of them were keen to teach in schools.

A spokesman at the Welsh Office in Cardiff said they had suggested a two-year course for these applicants and would have been prepared to accept it. Mr Harris said a two-year BEd course did exist but it was hedged about with such qualifying regulations that it was impossible to operate it in this case.

Besides these people are being made redundant now and they want something as quickly as possible. He criticized the Government for having taken six or seven months to reach a decision.

"The Welsh Office spokesman said the decision was taken at DES level. It was felt unfair and unrealistic to ask these applicants, some of whom have spent half a lifetime in industry, to wait for a year. Many would need not only teacher training but also instruction to bring them up to date with their own subject. With some their job has exercised only a little of their early studies."

Mr Harris said that nearly 100 from the steel works four miles away from Gwent college in Newport, had originally applied. "We interviewed them and brought the number down to just under 40, including some women. Some have degrees—and that makes them eligible to apply for a postgraduate certificate in education course—and some have HND."

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WANTED

PLAY SCRIPTS FOR YOUNG PEOPLE

Cambridge Educational is looking for play scripts written specially for young people between 13 and 18 to publish in a new series for use in class, with drama groups and youth clubs. The series is to be edited by Andrew Bethell and aims to include plays that have:

1. A content and dramatic style accessible to young people from a variety of backgrounds.
2. Enough speaking parts to give a large number of pupils a chance to participate.
3. Positive discrimination in favour of important parts for girls which offer a challenge rather than stereotyped roles.
4. A genuine attempt to acknowledge today's multi-cultural society.

We would be interested to see any plays written for 13-18 year olds which meet most of these criteria. If you have written one please send it in for consideration. Working manuscripts are acceptable and each script will be read by the series editor. Comments will be returned with those that are rejected.

Write to: Andrew Bethell, c/o Cambridge University Press (Schools/Books Department), P.O. Box 110 Cambridge CB2 3PL.

NEWS

An NCB study finds that comprehensives are failing average ability children Brightest do as well at all-in schools

by David Lister

Children of both high and low ability do as well in comprehensive schools as they do in selective schools, says a major piece of research published this week. But the study also says that comprehensives are failing children of average ability.

The study by the National Children's Bureau analyses reading and mathematics tests of about 6,000 16-year-olds at comprehensive, grammar and secondary modern schools in England, as well as information from questionnaires and interviews with the children's parents and teachers.

Mr Ken Fogelman, assistant director (research) with the NCB, said this week: "A lot of the myths about comprehensive schools are not held up by this evidence. If anything the picture we get is that more able children do as well in comprehensive schools as they do in the grammar schools. The least able children do slightly better in the comprehensives. The area of worry is for children of middle ability where children don't do as well in comprehensives as in the grammar."

The research was part of a study of 16,000 children born in 1958. This part of the study, "Progress in secondary schools", looked at 3,911 pupils who went to comprehensive, grammar or secondary modern schools from 11 to 16 and about 2,000 whose school changed character during this time. The results of National Foundation for Educational Research tests taken by the 16-year-olds and information on their attainment were compared with similar

information gained when they were 11.

A study of the public examination results of the sample pupils is to be published next year.

Ms Jane Steedman, the NCB's research officer on the study, said this week that there were areas in which the comprehensives did not shine. These were the transfer rates and the amount of satisfaction that parents expressed about their children's schooling, though she added that the year studied, 1974, was when the school-leaving age was raised and this may have highlighted the effect of transfer.

The evidence suggested that 16-year-olds were more likely to stay away from comprehensives than from other schools. However, the comprehensive pupils were fewer overall than any of the other groups to stay on at school. But comprehensive pupils were considerably less likely to go on to higher education after school than their grammar school counterparts. Just over a fifth of the whole sample indicated that they would go on to advanced study.

Seventy per cent of comprehensive children's parents and 81 per cent of grammar/secondary modern children's parents said they were satisfied with the schooling of their child.

It is on the reading and maths tests that the study concludes that bright children do just as well in comprehensives as grammar schools. Other factors such as public examination results are not used.

The tests show that children who scored well at 11 also did so at 16, whether at grammar or comprehensive. But those who did well at 11 and went to secondary

moderns did considerably less well in the tests at 16.

Children who had low scores at 11 in reading and mathematics, whether in secondary moderns or comprehensives, did as badly at 16.

The researchers say that "comprehensives do not appear to be an improvement for those of lower attainment on what has gone before." No differences were found in reading progress at 16 between children in comprehensive and those in the combination of grammar and secondary modern schools. Mathematics progress in the grammar and secondary modern schools just outstripped the comprehensives, although pupils in comprehensives were all ahead of secondary modern children in mathematics by 16.

The 16-year-olds were also asked to rate their own abilities. The results showed that "labelling" by selection or rejection did not influence their self evaluation, but neither did the absence of selection noticeably improve their self esteem.

Patterns of job choice among the pupils were determined more by sex and class than type of school attended, though the researchers say that "comprehensives more than secondary moderns perhaps encourage working class children to want clerical jobs."

Mr Fogelman and Ms Steedman conclude: "In some respects, the findings reflect well on the progress of comprehensive pupils. Evidence suggested that those in comprehensives which had had time to set up sixth form or sixth form college arrangements were more frequently tending to plan to

stay on at school and go in for advanced courses of study. These are not necessarily, but probably, indices of a widening of educational opportunities."

They say though that there was "only limited evidence of increased class mobility and little sign of any higher aspirations or ambitions engendered by theoretically less divisive comprehensive schooling."

"Comprehensive pupils may not have turned up at school as readily; they may have a greater proportion of truants among them; they may have included more people whose teachers saw them as disturbed in personality or behaviour. For what reasons, their parents tended to be more critical of their children's schools. But equally suggestive evidence, of better adjustment to schools among comprehensive pupils in terms of desire to stay on there and of more positive attitudes to later study was also revealed."

The researchers are emphatic that the results of the tests are "in conflict with the view held by some that comprehensives may fail to cater academically for those at the extremes of the ability range." But they add in their conclusion: "Among those of middling attainment before the start of secondary school, grammar pupils would not have done so well if they had gone to comprehensives."

A short guide to the research findings is published in the NCB journal *Concepts*, price £1.80. A more detailed *Summary Progress in Secondary Schools—Findings from the National Child Development Study* by Jane Steedman, costs £13. Both are available from the National Children's Bureau, 8 Wakley St., London, EC1.

Tertiary college plans speeded up

by Sarah Bayliss

The plan by Manchester's chief education officer to abolish six forms and to create 11 to 16 schools with tertiary colleges will be put into effect much quicker than originally proposed, Council members are expected to approve the scheme on Monday.

As reported in *The TES* two weeks ago, Mr Dudley Fiske proposed reorganizing the city's 118 comprehensives in the light of a steadily declining pupil numbers in the 1980s. He suggested a gradual 10-year programme for implementing change area by area.

At a meeting of the policy and estimates sub-committee last week, councillors approved Mr Fiske's report but said it should be started in all parts of the city in September 1982.

They had before them four draft plans for tertiary reorganization in which each of the city's 25 council wards had at least one change of survival. In addition there were three draft plans for tightening of the present 11 to 16 provision of schools if councillors wanted to keep that intact.

The meeting decided Mr Fiske's next task was to draw up a draft tertiary plan for the whole city naming which schools should become tertiary colleges, which should become 11 to 16 comprehensives and which should close.

That draft plan will go to public consultation in the autumn when a final decision will be reached by the end of the year. Parents represented by CREU—the Campaign for the Retention of Eleven to Eighteen Schools in Manchester—are expected to fight any tertiary plan, saying the loss of 16 would destroy good links and shift academic teachers away from the schools and into colleges.

The teachers' unions are expected to be committed to tertiary but have said they want a unified system of secondary education throughout the city.

The ruling Labour group in Manchester is now firmly committed to the tertiary principle which leaves little doubt that it will be carried into practice.

Council trust is legal, say law lords

Greater Manchester's £1.12m trust fund to pay for places at independent schools is legal, the House of Lords has ruled, though education is not one of the council's functions.

The law lords dismissed an appeal by Labour-controlled Manchester city council—one of 10 local authorities in Greater Manchester—that the Greater Manchester Education Authority is not one of the council's functions.

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The trust fund was set up in 1978 to provide seven-year bursaries for some 400 bright pupils starting at private schools. The council has agreed to make payments to the trust to cater for the needs of pupils starting in later years.

The law lords also ordered the city council to pay the costs of the case, estimated at between £50,000 and £70,000. This will be paid by the council, which has agreed to avoid a deficit of more than £50m next April.

Record entry for festival of music for youth

Three thousand young musicians from 114 schools are expected to take part in the Youth National Festival of Music for this year's festival at the Fairfield Halls, Croydon. Twelve different electronic groups, medieval ensembles, jazz and contemporary music will be heard. Tickets for the festival range from £2.50 to £5.00.

The festival is sponsored by the Association of Music Industries, the TES, Commercial Union Assurance and The Schools Project.

The NSPCC said it was investigating the case but added that—In such cases—officers should normally carry out an investigation and hand it over to the society's legal department in London. Such allegations were usually treated the same way as any other complaints.

School to work

Edited by Mark Jackson

Call for joint effort on careers guidance

careers service

careers officers to use more of their time advising sixth formers

schools and careers services to use the same procedures

Mr Collins's call for a changed relationship between his colleagues and the teachers caused scarcely a ripple at a conference preoccupied with the urgency of rising unemployment and steadily diminishing resources in the schools. Mr Jeff Engel, the association's new president, calling for a coordinated national plan for the 14-to-19s, took a swipe at the reports that the Government is considering an extension of community service for the unemployed—voluntary work offered no solution at all, he said.

Careers teaching, he claimed, had become a shortage subject—short on time, short on training, short on access to careers guidance, while the more insular of the careers

teachers have argued that careers officers should stay right away from the schools unless they are invited in to take part in the occasional seminar or careers convention.

Mr Peter March, head of the careers service in the neighbouring county of Avon, told the TES this week that he was strongly against careers teachers taking over any part of the job of giving vocational guidance interviews unless they had gone through the full specialist training.

Mr March, who is in a unique position to encourage schools and his careers department to work together—he is the only local careers service chief in the country who is also the education department principal adviser for careers education—said that he wanted careers teachers to stick to what they did best, teaching about careers and providing information.

The conference, little more than half its usual size because many local authorities had refused to let teachers have the time off, let alone money for their expenses, let off steam with a series of defiant speeches calling for urgent action by the Government and the authorities. It passed resolutions demanding a centrally funded emergency scheme to train careers teachers fully, and implementation of the recommendations of the DES inspectorate's 1973 report on careers education.

If Mr Collins's intervention turns out to have any impact on either the teachers or the careers service, it is more likely to bring a revival of long standing resentments than reform. Many careers officers deplore what they see as the inept attempts of teachers to meddle in careers guidance, while the more insular of the careers

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careers service

careers officers to use more of their time advising sixth formers

schools and careers services to use the same procedures

Mr Collins's call for a changed relationship between his colleagues and the teachers caused scarcely a ripple at a conference preoccupied with the urgency of rising unemployment and steadily diminishing resources in the schools. Mr Jeff Engel, the association's new president, calling for a coordinated national plan for the 14-to-19s, took a swipe at the reports that the Government is considering an extension of community service for the unemployed—voluntary work offered no solution at all, he said.

Careers teaching, he claimed, had become a shortage subject—short on time, short on training, short on access to careers guidance, while the more insular of the careers

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Grants dispute delays new training course

by Bill Purvis

SYDNEY

Australia's multi-million dollar scheme to help pupils who have poor job prospects has run into trouble in its two most populous states.

TRANSED, the \$A150m (£75m) National Transitional Education scheme, was launched at the end of last year to develop work preparation courses that would help the 50,000 young people who at present leave school underqualified each year. Nearly three-quarters of them are in the two most populous and most industrialised states—New South Wales and Victoria. Protracted disputes about the methods of financing the scheme mean that after seven months neither state yet has any courses in operation.

Victoria's minister for education, Mr Norman Lacy, has told the federal government, which is financing the scheme, that unless there are radical changes, Victoria will not take any further part in it.

He complained of lengthy delays between the time that state authorities applied for financial grants and the time they received them.

The New South Wales education minister, Mr Paul Latta, is more optimistic that the federal scheme will work in the end. His state applied for about \$A20m (£10m) as its share of the federal funds but has so far received approval for only about \$A8m and it is unlikely that even this amount will be spent this year because of the bureaucratic delays.

Mr Latta, however, is confident that the worst problems have been sorted out and that more schools will submit proposals for transition schemes once parents, teachers and employers understand how the scheme works.

The federally-financed courses are expected to begin this month with the emphasis on work-related practical training, which will include carpentry, vehicle maintenance, secretarial work, hairdressing. Some parents have criticised the scheme, saying that it will tend to prepare children to become factory fodder instead of concentrating on a better overall educational standard. But most teachers and politicians agree that any training that helps young people find jobs must be a benefit when unemployment among teenagers in the workforce is about 20 per cent compared with an adult figure of 6 per cent.

With the help of a BBC scheme these nine school-leavers obtained jobs at a Braintree, Essex, printing firm which makes transfers for T-shirts. They are (from left to right): Teresa Smith, Tracy Kett, Margaret Tanner, Tony Bailey, Colin Borsley, Margaret Wood, Tina Smith, Anita Wootton, and Pauline Godden.

Teachers more open on gay issues

Teachers are more ready to discuss the problems and rights of homosexuals and lesbians than they were a few years ago, according to a pamphlet produced by the Gay Rights at Work group.

The pamphlet, *Gays at Work*, says that the Gay Teachers' Group has managed "to push more discrimination clauses through more than a hundred associations (of the National Union of Teachers)", adding: "This means that thousands of teachers have been involved in discussions about homosexuality, with openly gay people, which can only have a good effect on their teaching and the children they teach."

It adds that the group has always worked well with the Left of the union, pointing out: "The group managed to get a gay rights motion very high up on the agenda at the NUT annual conference in 1980—three or four years ago this motion was near the bottom of the agenda."

However, he added that the incidence of referral of children with behavioural problems is much greater among boys than among girls. "Enemas are much less strong a way to put it," he said, "but if one had more male teachers then I should think that some of these referrals for behavioural problems might not occur."

The National Confederation of Parent Teacher Associations con-

dition role of girls it de-emphasises the identification for boys.

Professor Lowenstein, who is visiting professor of psychology and education at

United States

'Aliens' push for rights

Laurie Sparham on the thousands of children in the USA who are denied free schooling

Thousands of Mexican immigrants in the United States are awaiting the outcome of legal action which will determine whether their children have the right to free education.

The immigrants, who live, work and pay taxes in the state of Texas, are classified as "illegal aliens". In 1975, Texas became the only American state to ban free universal education when it passed legislation excluding the children of illegal aliens from the public schooling system. Estimates of the number of children affected vary between 10,000 and 100,000.

In February of this year, the parents of 30 of these children launched test cases against the state in the Houston courts. They charge that their constitutional rights are being violated and are asking that they be struck down as discriminatory. The cases have attracted the backing of civil rights lawyers and the Mexican-American Education Committee and most significantly of the Federal Government, which is giving support through the Mexican-American Legal Defence Fund.

The nub of the state's defence is that it is under no constitutional obligation to educate illegal aliens, particularly since the Federal Government denies them other benefits including food stamps, welfare and medical assistance.

But attorney Ms Susan Dasher, defending for the state, has also argued that to provide these children with schooling would, overburden already limited state funds and lower present standards. Texas puts the cost of educating the illegal aliens at \$94m (£47m), which the Mexican-American Education Committee says could be met by knocking points off a percentage of highway expenditure.

The court cases have thrown light on the dubious practices of cities like Dallas, where the authorities have been ignoring illegal immigrant children entering their names on federal educational programme registers.

This enables the city to collect



Self-help provision for Mexican immigrant children at the Institute Mexicana in Texas.

the day. But these children are the lucky ones: there is a waiting list of over 300 for the Institute Mexicana.

Also in question is the impartiality of Federal District Judge Woodrow Seal, who will pronounce judgment on the cases. At one point he asserted, from the bench that "Nothing of world-wide importance has ever been written in Spanish". After public protest he was forced to withdraw his remarks and to declare that they were not a true representation of his feelings for Hispanics.

The Mexican community is less than optimistic about the verdict. Mr Jo Vail of the Mexican-American Education Committee believes that "Seal will delay judgment as long as possible. He hopes to avoid finding in favour of the children and is giving the state time to find other means to exclude them".

Civil rights groups fear that if the Texas law is upheld, California, with 80,000 illegal aliens in its school rolls, might take encouragement to enact similar legislation.

Meanwhile, the illegal aliens of Texas have been forced to make their own meagre provision for their children's education. Over the past five years, 15 alternative schools have been set up in Texas, five in Houston itself.

A typical example is the Institute Mexicana, situated across the tracks from Houston's thriving downtown area in the heart of the run-down east side barrio.

Lessons for the 95 pupils aged from six to 16 start at 9 am. Divided into four crowded classrooms, they study English and some mathematics. There is no time for other subjects at one pm the doors close and formal education is over for

Australia

Campaign to follow shock teenage smoking survey

by Bill Purvis

SYDNEY Australian health authorities, alarmed by the number of pupils who smoke, have launched a major anti-smoking campaign.

Recent studies indicate that almost half the nation's school pupils aged 11 to 16 are or have been, steady smokers. More girls stay smokers than boys.

Surveys in Sydney and Hobart indicate that 31 per cent of 18-year-old schoolgirls are regular smokers. The figure for boys of the same age is 24 per cent.

The first stage of the anti-smoking campaign was launched in about 20 schools in the Newcastle region in New South Wales.

Teachers in the schools have been issued with a kit for use in the classroom. The scheme is also doubling as a research project designed to develop some insight into the problems of smoking and its cure.

It is hoped the results will lead to an effective national anti-smoking programme in all Australian schools.

It has been devised by Professor Stephen Leeder, professor of community medicine at the University of Newcastle and is funded by the New South Wales Cancer Council.

Doctor Gordon Dafarty, medical director of the New South Wales Cancer Council says there is increasing evidence that smoking is declining among people aged 30 and over.

"Unfortunately at the other end of the age-scale, our studies indicate that smoking is increasing among adolescents, especially girls."

Dr Dafarty said there was no clear evidence about the reasons for non-girls taking up smoking. Boys seem to act tough and mature and girls now appeared to use smoking for similar reasons.

"One important factor which has emerged from studies is that children who have not taken up smoking are usually those who have received significant parental guidance about the health dangers of smoking," Dr Dafarty said.

New Zealand

Moderates reach end of tether

by Lindsay Hayes

TECHNICAL INSTITUTE WELLINGTON Technical institute teachers are to stage their first national strike in a bid to defeat a Bill which aims to prevent all teachers from negotiating their class contact hours.

The Association of Teachers in Technical Institutes (ATTI), with a current claim for improved hours is the first affected by the pending legislation.

News of the strike by ATTI's 1,900 members is known to have stunned the employing body, the New Zealand Association of Technical Institutes, which has declined to comment.

The action—the first in ATTI's 19-year history—is likely to close the country's 21 technical institutes and community colleges, as well as five tertiary technical divisions attached to secondary schools.

Students support their tutors and are tipped to join any protest action called during the strike and the secondary teachers' association has asked members to support joint protest meetings with ATTI during the strike.

India

Illiterate numbers still growing

by A. S. Abraham

BOMBAY Although the percentage of Indians who now read or write is increasing there are more illiterates in the country today than there were three decades ago, according to India's fourth education survey.

In 1951, 19 per cent of Indians were literate. This percentage rose to 34 per cent in 1971.

But in 1951 there were 174 million illiterates, while two decades later there were 210 million. This increase is equal to 1.8 million illiterates every year.

Universal schooling for six-14-year-olds is still a long way off even though it was optimistically scheduled for 1960, the survey shows. In 1978 more than half of this age group was not in school.

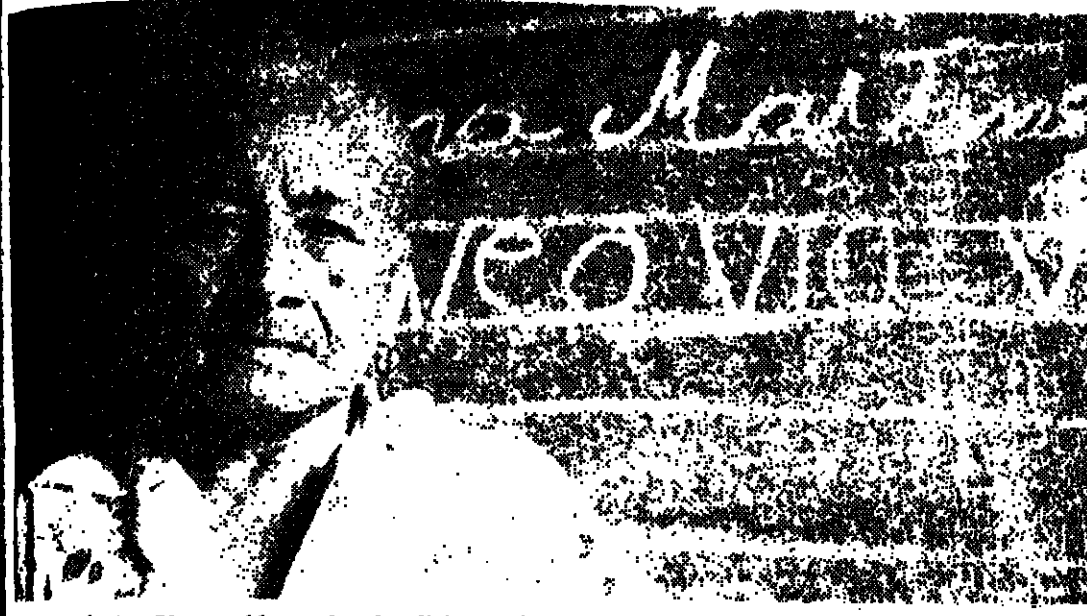
Given high drop-out rates, especially in the 11-14-year-old group where it can be as high as 90 per cent, the real picture is even more dismal.

The survey confirms that the hard core of children not enrolled or dropping out from school is from the untouchable and tribal groups. These tend to be the children of landless labourers and urban slum dwellers.

The Government's decision to offer free uniforms as an incentive for school attendance has had little effect. Out of 475,000 primary schools, less than 60,000—one out of every eight schools—provide free uniforms.

Out of 110,000 middle schools, not even 11,000—one out of 10—are offering this incentive.

OVERSEAS NEWS



Ana Martinez, a 70-year-old grandmother living in a remote village is now able to write her name.

A year after Nicaragua's revolution, another is underway

One million learn to read

by Derrick Knight

A year ago this week, General Anastasio Somoza, the dictator who had held power in the small Central American country of Nicaragua since 1936, was ousted by a popular armed revolution.

The new government, the Junta de Reconstrucción Nacional, inherited a shattered and bankrupt country, and faced the daunting task of rebuilding and restoring national unity to a people long deprived of human rights.

One of the most remarkable efforts of the new government has been to launch a massive literacy campaign which has turned the whole country into a part-time classroom and which aims to teach half the population—almost a million people—to read and write.

It has drawn on every section of the community, and is seen as a vital part of enabling all Nicaraguans to become full citizens and to participate in decisions about their own lives.

The basic plan was simple and modest. Secondary schools and universities were to close for six weeks and students were to be sent to volunteer as teachers, preceptors or to remote farms and villages, if necessary, where they would do manual work in exchange for their food and shelter, and take small literacy classes in the afternoon and evenings.

Carefully graded lessons, lasting no more than a day, five days a week, were designed to allow people to gain a useful standard of proficiency within six months. From a springboard, long-term progress of adult education could be launched in the future.

The campaign, which started in March, has been remarkably successful. Within weeks of its announcement more than 170,000 volunteers had come forward. In many thousands more had joined as helpers and part-time teachers and university students, their institutions closed, continued to receive their salaries and were seconded to

the campaign to act as supervisors and administrators. Now on Saturdays in every suburb and village, workshops are held in which the brigadistas, the student teachers in the field, meet their supervisors to discuss teaching methods and problems.

At one such workshop in June, in a suburb of Managua, 400 young men and women were learning, in small groups, how to use a wall chart and how to start a discussion around a photograph, while others studied the basic mathematics now being added to the campaign.

The campaign philosophy is that education is a two-way process, with illiterate peasants and voluntary teachers learning from each other, and one of its main benefits has been to help bridge the gap between the city and the countryside.

A volunteer, called Gloria, for example, is teaching a family of farm labourers on the edge of a coffee plantation in the humid subtropical south of Nicaragua. In the morning she works with the animals and poultry, or fetches water. In the afternoon she teaches in a lean-to shelter against the family house, which has been converted into a classroom with a blackboard nailed to the wall.

Gloria is 16, the daughter of an engineering company manager, and normally lives in suburban air-conditioned comfort. Before the revolution, she says, she would have been conditioned to think of her pupils almost as animals, but the experience of coarsing them through a difficult year about the need for literacy in the aftermath of the revolution and of sharing their hardships has meant she is unlikely to undervalue those less fortunate than herself in the same way again.

The cost of the campaign is estimated at about £10m. Most of the labour is free, but money has been needed for transport and medicines for the brigadistas who are unaccustomed to the health problems of remote rural areas. Fund raising around the world has brought in a considerable proportion of the money needed. In Britain, donations have been given by a number of charity and church organisations,

including Christian Aid, Oxfam and War on Want.

But the people of Nicaragua themselves have made the greatest sacrifices to make the campaign work. In the town of Granada, for example, the local unions have pledged a day's pay every fortnight from all their members and 59,000 young children have enrolled as helpers. Parents are supporting their volunteer children with food parcels, and are raising funds to help improve the living conditions of the people among whom their sons and daughters are now living.

The campaign has not been without problems. Brigadistas have been attacked and one has been killed, and some critics say the campaign is as much about political indoctrination as it is about literacy. And with the country facing a foreign debt of £700m, unemployment standing at 30 per cent, and an inflation rate of 60 per cent, there are inevitable murmurs from people who say it is not possible to live on literacy alone.

But the low drop out rate of volunteer teachers—only three to four per cent—indicates the success of the six-month campaign which will finish, at least in this initial form, in August.

And there have been many spin-off benefits from this vast educational mobilisation. There is now a national census which shows how people live and what their needs are. A lexicon of local flora and fauna has been compiled; a collection of folk lore has been started; a preliminary search for archaeological treasures has begun; and a rural health education programme has been started.

But the Jesuit director of the campaign, Fernando Cardenal, does not minimise future problems. "We need everything," he says. "In some parts of the country there are no doctors and no health facilities at all. We have to protect our brigadistas but we cannot create a whole health service in an instant. At the moment it's like war. We're involved in it, we're all working as hard as we can to finish it, we are winning afterwards we can tell the story of how it was."

The worst incident was at the Royal Palace in Stockholm, where the outbursts of 500 children ended with damage to a valuable statue and urns.

Elsewhere tons of litter had to be cleared from Djurgården, Stockholm's main pleasure island, after teenagers celebrated the summer vacation.

Derrick Knight is a journalist working for Christian Aid.

West Germany

Parent pressure leads to call for all-day schooling

by David Dunworth

In response to demands by parents, a working party set up by the federal government has called for a significant extension of all-day schooling in West Germany.

At present only 800 of the 26,000 non-vocational state schools in the Federal Republic, attended by between three and four per cent of the total school population, have classes which continue after about one pm. Almost 500 of these are special schools and most of the remainder are "secondary level institutions catering for pupils aged 11 to 16. The majority of these are comprehensive schools located in big cities in the SPD-controlled Länder."

The working party's investigation of the case for a longer school day is part of wider discussions now being held on the second phase of the 1973 Bildungsgeographien, the overall education development plan, intended to determine the pattern of primary and secondary education in West Germany for the rest of this decade.

Originally the plan envisaged an increase in all-day schooling to provide places for between five to 15 per cent of pupils by 1980, and between 15 to 30 per cent by 1985, reflecting the varying degree of support for this within the individual federal states.

Since actual expansion has fallen well short of these figures, more modest targets are now being set: five to 15 per cent by 1985, rising to 10 to 20 per cent by 1990.

Such levels are justified, the working party believes, by the demands of parents for a longer day which cannot be met by the all-day schools already in existence. These stem mainly from a growing tendency among the mothers of school-age children to continue in paid employment, and from easier divorce which is increasing the number of one-parent families.

In 1977 1,200,000 children were being brought up by either their mother or father alone.

The investigators also found good educational reasons for extending all-day schooling. Many children live in flats which are too small or too noisy for them to be able to do their homework properly. West German teachers expect parents not only to ensure that homework is done but to assist their children when necessary, but the changed content of school courses and modern teaching methods mean that parents are often unable to provide such help.

A longer school day is seen less as a means of increasing lesson time than as a chance to broaden the range of creative subjects and extra-curricular activities, traditionally neglected in West German schools. Ideally such activities should not take place only after normal lessons have finished but be integrated with them over the whole school day, the working group says.

In its report to Federal Minister for Education and Science, Herr Jürgen Schmude, the working party points out the consequences of its recommendations. Apart from dining and kitchen facilities which few schools now have, all day schools will need additional rooms, equipment, and sports areas costing an estimated 20 per cent more than for half-day schools of similar size.

About 30 per cent more staff will be required, but the resulting financial burden on the Länder will be partly offset by the continuing decline in the school population throughout the 1980s.

To prepare teachers for their new role training programmes will need to be revised to encourage them to pay more attention to the leisure and social aspects of education. And if the all-day schools are to function successfully greater parental involvement will be necessary.

By British standards the recommendations are very limited in scope. There is no suggestion that full-day schooling should eventually become universal, merely the intention to create enough places to give parents a free choice between all-day and half-day schools.

Sweden

End-of-term drink parties end in damage to public parks

by Chris Mosev

STOCKHOLM Despite a big push by the police to try to stop public drinking, teenagers and school children have broken up the summer vacation in what has become a traditional fashion, with drunken picnics in parks around the country.

The main problem is with adults buying drink for children. It is extremely difficult to stop them. We have to work to change people's attitudes and this must be a long-term project.

The worst incident was at the Royal Palace in Stockholm, where an outdoor party for 500 children ended with damage to a valuable statue and urns.

Elsewhere tons of litter had to be cleared from Djurgården, Stockholm's main pleasure island, after teenagers celebrated the summer vacation.

Police watched outside all the main branches of the state-owned liquor stores as part of a drive to stop school children getting their hands on alcohol. But a police spokesman said afterwards that the well-publicized campaign had not been particularly successful.

"The main problem is with adults buying drink for children. It is extremely difficult to stop them. We have to work to change people's attitudes and this must be a long-term project."

meantime campaign shows present-day alcoholics holding pictures of themselves as teenagers. The campaign slogan is "You who bought the alcohol helped them on their way."

The age-limit for beer and wine purchase is 20 and for spirits 25.

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France

Law concentrates university control

by Jane Jessel

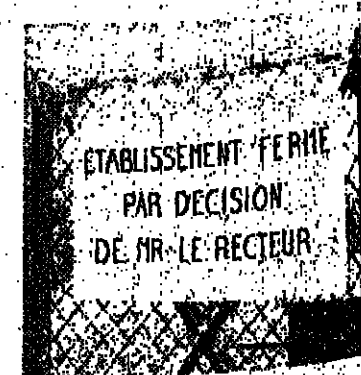
PARIS Legislation to change the system of electing university presidents has completed its passage through the French Parliament. However, a controversial proposal severely to restrict those eligible to vote was defeated by the Senate (TES January 11).

At the end of last year the Government introduced a Bill which sought to concentrate university control higher up the university hierarchy. Previously, under legislation designed to democratise the universities after the events of 1968, presidents (equivalent to Britain's vice-chancellors) were elected by staff at all levels and students. During the first reading of the Bill a socialist amendment, which

was sneaked through late at night when few deputies were present, restricted those eligible to vote to professors and senior lecturers. This caused a great furor among university staff and students, and the plan was temporarily shelved.

The legislation, now amended by the Senate, restores voting rights throughout the hierarchy, but is still criticized by unions and students because the composition of the university councils gives 50 per cent of the votes to professors and senior lecturers, as opposed to only 25 per cent previously.

A spokesman for SNESUP, a union representing university teachers, condemned the "reactionary modification" which he said called



The conflict continues. Into question the right of the majority of teachers and other staff and students to have an effective say in university decisions.

Union to appeal against strike fine ruling

by Martin Roth

TOKYO Japanese teachers' union leaders are to appeal against a Tokyo court decision fining them £200 for organizing a one-day strike last year. The union, the Nippon Kyōiku Shingikai, is led by Mr. Norihisa Nakada, president of the Japan Teachers' Union, and Mr. Takao Masuda, 33, president of the Tokyo Metropolitan Teachers' Union. They had been charged with violating the local civil service law, which bans strikes by public employees.

The strike took place in 1974. One hundred and ninety thousand teachers participated, called for substantial wage increases and the restoration of public workers' right to strike.

During 56 court hearings between 1974 and 1979 the prosecution and the defence counsel engaged in a battle over the constitutionality of the law banning strikes by public employees. The prosecution had called for prison terms for the two men.



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Science diary

John Maddox

Winds of change

That the earth spins as if it were a top is, of course, a familiar observation. Indeed, for most of human history, people have supposed that the rate of spinning of this huge top is literally constant, which is why the speed of rotation of the earth served as the universal way of keeping time until the early 1960s.

Long before then, however, it had become plain that the spinning earth is not a perfect top. For one thing, the speed of rotation is in fact declining under the total influence of the moon and the sun. Then there is a wobble of the kind familiar to those who make tops spin in school playgrounds.

Observations painstakingly collected during the 1930s made it plain that these variations might amount to several milliseconds in the course of a year, and led to the construction of what the astronomers call Universal Time—essentially a way of correcting irregularities of the earth's rotation.

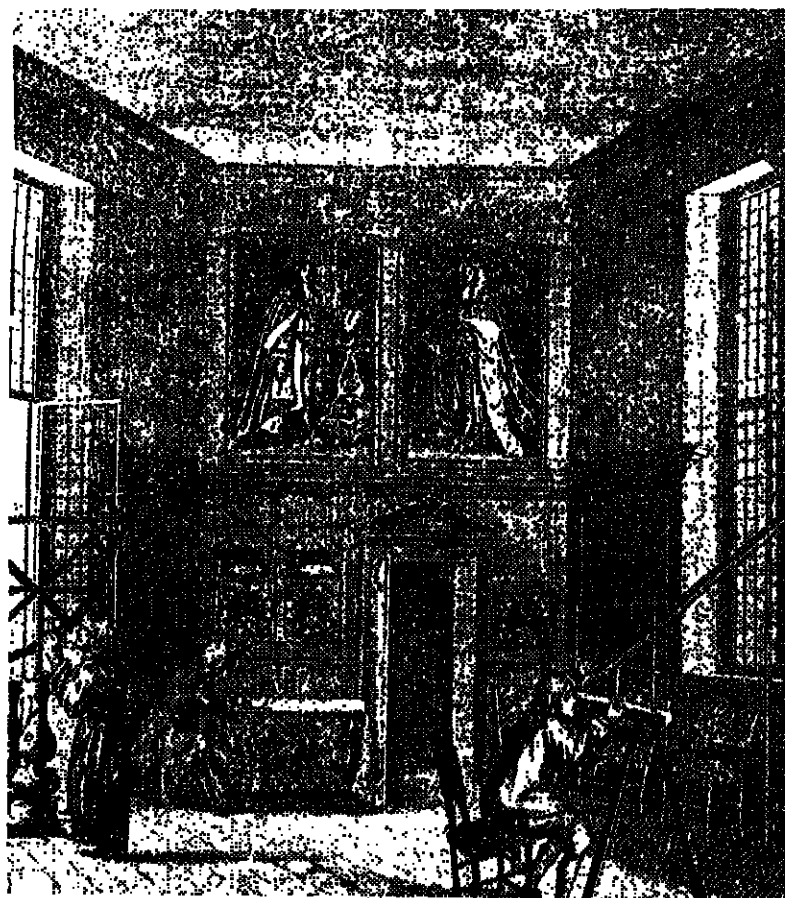
Even if atomic clocks had never been invented, astronomers would not doubt have been able to keep along with the system of UT. The system is, however, inconvenient, not least because of the need to correct astronomical observations retrospectively. It is also a cause of deeper anxieties, for it became clear as early as the 1930s that the irregularity of the speed of the earth's rotation, or of the length of the day, includes what appears to be random fluctuation, apparently related to the season of the year but in a way that cannot be predicted in advance.

Such observations are disconcerting not merely for astronomers who are thereby inconvenienced but also because they appear to be inherently unpredictable. But why should the speed of rotation of the earth fluctuate at all? That it should gradually decelerate under the influence of tidal forces is understandable. That it should change irregularly from one day to the next is much more puzzling.

The explanation is a simple exercise in elementary mechanics, and has to do with the angular momentum of the earth as a whole. Ice-skaters spinning on the tips of their blades are fond of playing that they spin more quickly by wrapping their arms close to their bodies, or less quickly by extending their arms. What these performers are doing is to adjust their moment of inertia, which is the greater when their arms are extended. But because the angular momentum of the skater must be constant (if the friction of his skates is ignored), and because the angular momentum is numerically the product of his moment of inertia and his angular velocity, the result is that extended arms mean a reduced angular velocity.

An explanation along these lines for the fluctuations of the length of the day was first put forward in the 1930s. The angular momentum of the earth is constant (if tidal friction is neglected), but the moment of inertia can change. From time to time, the argument goes, the atmosphere of the earth is more or less extended, according to the pattern of weather on the surface. The earth itself is extended by the solar energy absorbed within the atmosphere. And at times when the atmosphere is extended, the speed of rotation of the earth as a whole must, of course, be decreased. So far, so good. The trouble is that the explanation is entirely wrong. Yet if the speed of rotation of the solid earth—which is after all the platform from which astronomers make their observations—can fluctuate with the condition of the atmosphere, there must be some physical force acting on the solid earth to bring about these changes of rotation speed. What can it be?

In a quite remarkable tour de force, a group of scientists led by Dr Robert Hide of the Meteorological Office has now constructed a framework of explanation of what must happen (Nature, July 10, 1980). If the speed of rotation of



Observations in time: seventeenth-century astronomers at work in the Great Room at Greenwich Royal Observatory. This print features a quadrant (left) and refracting telescope (right). The clocks were made by Thomas Tompion and had 13-foot pendulums.

the solid earth is to be changed by the condition of the atmosphere, the only plausible mechanism must be the interaction of the system of wind with the surface of the earth. If the earth accelerates, the cause may literally be the interaction between a strong westerly wind and some range of mountains in its path.

In reality, of course, it cannot be as simple as that. Dr Hide and his colleagues (who come from the Royal Greenwich Observatory and the National Center for Atmospheric Research at Boulder, Colorado as well as from the Meteorological Office) have made use of detailed observations of wind speeds throughout the atmosphere collected deliberately as part of the international Global Atmospheric Research Programme. The data relate to the periods January-February and May-June last year. For the first time ever, the data are good enough for a direct calculation of the angular momentum of the earth's atmosphere.

This is in itself a herculean task. Although the predominant winds in mid-latitudes are westerlies (blowing in the direction of the earth's rotation and such as to increase the speed of its rotation), the trade winds in lower latitudes blow predominantly from the east (and would thus tend to decelerate the earth).

One problem is to make sure that the observations are sufficiently accurate to permit the accurate balancing of these opposing flows of air. Another complication stems from the way in which, for reasons not yet understood, the atmosphere of the earth tends to rotate more quickly than the solid surface beneath it by something of the order of one metre per second.

Given all these uncertainties it is quite remarkable that the results of calculations based on these meteorological data agree well with the two periods of two months last year for which accurate data are available. During the second period (that of May and June) in particular, the length of the day appears

to have been decreased in the course of two months by about half a millisecond and the meteorological data show that during the same period the rotation of the atmosphere, decreased by an exactly compensating amount. It is unlikely that sufficiently detailed data about the behaviour of the atmosphere will be collected in the foreseeable future with anything like the accuracy needed to monitor the rotation of the atmosphere and thus continuously to keep a check on the fluctuations of the rotation of the earth, which the astronomers measure as a matter of routine. But in due course there are more exciting challenges.

In the first place, from the data already available, it is clear that the northern and southern hemispheres make different contributions to the interaction between the atmosphere and the surface of the earth, which is not surprising because of the predominance of land masses in the northern hemisphere. Ultimately it may be possible to identify those parts of the earth's surface where the interaction with wind principally serves to accelerate or decelerate the earth.

The authors of this pioneering study also look forward to carrying out a similar analysis of the effect on the speed of the earth's rotation of the independent rotation of the earth's molten core. The point here is that, like the atmosphere, the liquid core of the earth may have a different speed of rotation from that of the solid mantle above it. Hitherto, it has been impossible to separate fluctuations in the speed of the earth's rotation due to changes in the rotation of the liquid core, now that a technique has been developed for telling what the angular momentum of the atmosphere may be at any time it should be possible to separate the rotation of the liquid core from that of the mantle and thus paradoxically to use meteorology as a way of telling in some detail what is happening deep inside the earth.

NEWS

Bert Lodge looks at a preview scheme

Students sample the BEd course before they buy

When takings are down by almost a third sales policy has to change. "Get the customer into the shop, somehow," orders the marketing director. "Be generous with your free samples."

Applications from schools for teacher training were down by more than 30 per cent this year.

On a Sunday morning last month Anthony Crowther, a pupil in the lower sixth at Mirfield comprehensive school, Yorkshire, packed a bag and set off for Scarborough. He was to be the guest for a few days of the North Yorkshire College of Education. Paying guest, that is, but only just. For his four days full board and lodging in his county's favourite seaside place he paid just £3 and 50 pence. So did the 45 other lower sixth formers he found on arrival.

He returned home but after another four days was off again. This time to Bramley Grange teachers' centre, a former mansion set in the countryside between Leeds and Wetherby. Here 36 lower sixth formers spent Monday to Friday at what the brochure called "a residential course" for those sixth formers intending to be teachers. Through the staff prefer to modify this to "interested in working with young people."

To be accurate the Bramley Grange conference is not a panic innovation. Its origins go back 12 years when Geoffrey Wilson, then senior adviser in the old West Riding, started getting local art and design students together before they went away to teacher training "because I knew some of the reactionary colleges they were going to."

Now chief adviser to Kirkstiles, he still directs the conference and is prepared to say that in the present climate if it tips one or two good youngsters in the direction of teaching who would otherwise have gone elsewhere he is not far from the mark.

Over at Scarborough the principal, Mr Frank Wright, does not mind admitting it was an exercise in window dressing though not exclusively of goods from his own warehouse. "We wanted to give them up to date information about future prospects of teaching as a career. Though we expect all our teacher education places here to be full in September we were worried about the situation nationally."

And our contact with schools scarcely shows any signs of being being put off teaching. The schools themselves were not at fault with the situation. So we thought we'd bring a group of sixth formers together and show them what the BEd course is like. "We wanted to give them up to date information about future prospects of teaching as a career. Though we expect all our teacher education places here to be full in September we were worried about the situation nationally."

"We took it from our publicity budget. After all a sizable advertisement in a national paper would have cost us, say £800. We thought it might be as well spent this way. It also gave pupils an idea of what it's like to live away from home. With that in mind we invited the mums and dads to come too on the first day."

At Bramley Grange the new arrivals found an experienced staff of six waiting for them, including Geoffrey Wilson, the warden, ten advisers, a primary and a secondary head; a very generous staff-student ratio.

Within 24 hours of arrival these 17-year-olds were out in local schools for a morning. The next day was spent entirely in special school (a dramatic experience, some said afterwards). And the next day the children they had initially visited came into the centre for the day. The pupils took charge of them and launched them on projects that varied from local history (the vicar gave the freedom of the church) to impromptu dance drama.

Just in case they got the idea there was anything leisurely about working with the young, there were talks in the evenings from career advisers and youth workers. Although the cost came to a bit more than the stay in Scarborough—£12.50 with a further £37.50 being contributed from the authority sending the pupil—this course also was oversubscribed. The course is open to pupils only from the five local authorities contributing to the upkeep of Bramley Grange.

"Some of the pupils are also subsidised by their school," Geoffrey Wilson explained. "And although it is open to so many schools some never send anybody while we get applications from others year after year. A tradition has been established."

The programme is never the same two years running. Wilson admits to having been a bit overenthusiastic occasionally. "This is a well-residential area so the children who come in for the day are not so much of a handful. One year we tried bringing in some from a slum area of Leeds. The students were simply overwhelmed, especially when they took them outside. We haven't tried it since."

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What did the students think of it?

On the day he arrived at Bramley Grange Anthony estimated his position at "half way between curious and fairly sure about wanting to teach. After it all he said, 'It made me think more about whether I'm doing the right thing, I at myself. Am I doing this for my good or theirs?' Certainly the samples have not helped me decide between doing a BEd or doing a subject degree."

As a maths specialist he can luxuriate in choice. Helen Brown, from Monksley school, near Huddersfield, had admitted at the beginning that she had no ambition to teach, "but as a last resort. Anyway, the careers adviser who came to talk to us said, 'Don't leave unless you really want to.' He pushed me more towards psychology studies. I'd fancied a first place group after we had visited the special school said she now wanted to teach. The head-capped."

The solitary upper sixth former at Bramley Grange found the experience very worthwhile. Arthur Lawson from Horsforth school, Leeds, hopes to read maths at St. Andrews. "Those few days have encouraged me more towards teaching. I was interested. Now I feel pushed further. It was the working with primary children that influenced me."

So, the academic salesmen can put their samples away for this year. If consumer resistance to their product continues they may be pioneering a growth industry.

Campus faced with closures

The council of Preston Polytechnic has proposed the closure of its Poulton-le-Pyldes campus, a former teacher training college.

The campus, 18 miles from the main Preston site, has housed a BA humanities degree course since teacher training ended four years ago.

Dr Harry Law, the polytechnic director, is seeking approval for a three-year phasing out at Poulton, the sale of its attractive buildings and spacious grounds, and the move

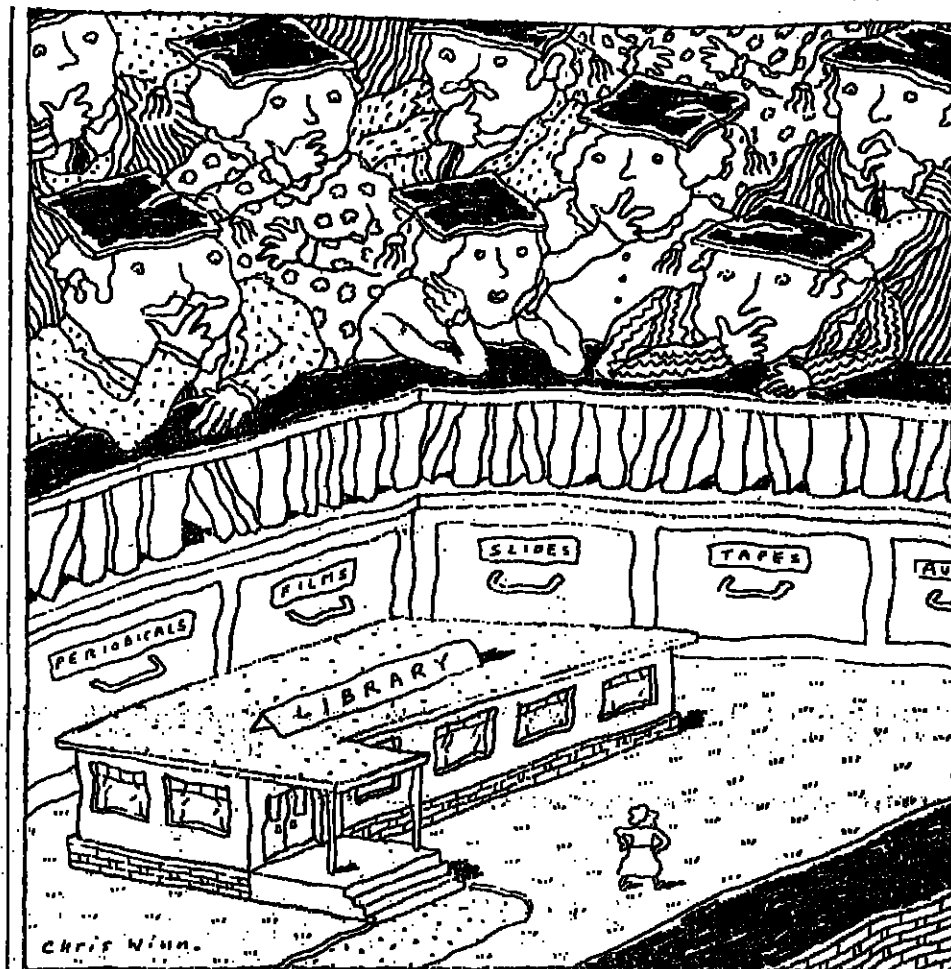
by students and staff to a leased office block in Preston. Over 200 students and 30 full-time staff and courses including a part-time BEd degree are based there. Preston, the most recent of the country's polytechnics, also operates on sites at Chorley and Lancaster.

The plan has met strong opposition from the students' union whose Poulton leader, Mr Lewis, claims the humanities course has the highest recruitment of its status, polytechnic degrees.

features

Tough on assignments

After spending nine weeks studying school libraries in the United States, Michael Marland finds that a richness of resources doesn't necessarily help children and teachers to make the best use of a library



Chris Winn

The total number of qualified professional librarians working in our schools is a mere fraction of their counterparts in the United States—2 per cent of the profession, compared with 50 per cent. In the UK we have not only a disgraceful shortage of school librarians, but also a widespread ignorance about the possibilities of their educational value in schools.

Indeed, there is a lurking antipathy for librarians among many teachers, including some leaders of teachers' unions. To some the idea of librarians being centrally concerned with curriculum planning and classroom teaching is heresy. This Luddite approach is virtually unknown in the USA where a Federal commission defined a librarian in school as "a teacher whose subject is learning itself". Maybe not all US school principals have taken this to heart, but at least the powerful concept is accepted by most.

Library-media specialists are seen as educators, not merely as servants, janitors and secretaries. Their qualifications are outstanding, and the library-media profession has attracted people of great calibre with qualifications equal to those of the teachers. Always doubly qualified, they frequently have a first degree in education, and some years of subject teaching, topped up by a Masters in Library Science. They cannot easily be pushed down.

I like the way they weld book and non-book media successfully, and the fact that staff are at ease across the whole spectrum of learning resources. That is not so in the UK, where there is usually a teacher in charge of audio-visual aids or, in London, a media resources officer quite separate from the librarian.

What is more, pupils in the United States are taught how to use libraries. Most of the districts I visited have compulsory programmes from kindergarten to school leaving age. Sometimes these are artificial, cut off from the rest of the reading programme, or simply unused.

Sometimes the grading is a little fallacious—catalogue cards come in one grade and then go out again; periodical guides come in another grade and then go out again, as if mastered in a year and then forgotten. But at least the schools have curriculum plans for library-user education and study skills for all the years of schooling—more than most of us can claim.

In the best schools I found a link between reading and the teaching of library skills. I found considerable curriculum links or integration. I can think of schools where the library curriculum has investigatory tasks built into it. Where American history is being taught through library media, library skills being absorbed simultaneously with the content of the history lessons.

Despite often much better resources, all but a few United States schools suffer from the weak structural position of the library-media specialist in the school. It is not always clear who (most of them) is responsible for the content area

subjects. In others, I found the library curriculum related very closely to the subject curriculum plans.

In two areas I even found teacher appraisal, including specific reference to the class teacher's utilization of library media. There were even appraisal forms, with a space for the principal to say whether a particular teacher is or is not using library media effectively in his classes.

Pupils are brought in as teachers as well as users. I was impressed by the teams of pupil aides that I met in many junior, elementary, and senior high schools. They were not just used for minor chores, but properly trained by the library teacher, and given a real sense of responsibility, real tasks to undertake, and an impressive understanding of information handling.

The central processing of books and catalogues which is offered in many school districts means that the catalogue system is common throughout all schools and all ages, much less confusing than the horrible in our schools. There is also a high standard of teaching material in some libraries, where overhead transparencies and tape-slide sequences have been devised to help students.

Moreover, in many schools all the other learning materials, including class text-books, are handled through the library. This can be a chore, but it brings the teachers into close touch with the library. I also liked the periodicals collections, and the testing that is made a useful part of tuition in many schools.

There are certain schools that need money for their central programme, their central book stock, and their central curriculum, who have extra money

are women) is responsible to, and as the librarian is rather left out of the hierarchical structure of the school, there is an over-emphasis on personality.

Principal after principal said to me, "Marvelous librarian, she's got a really outstanding personality". He would not say that about his head of science, or chairperson of the English department—why should he of his librarian? There is something wrong with the job specification of anyone who requires an overdose of charisma.

There is also often an incompatibility of curriculum. The list of library skills, beautifully presented in some very expensive plastic binders, are arranged for teaching in the context of the various curriculum subjects, but often bear no relationship at all to any other part of the curriculum. The librarian is told to use the science curriculum, but that has been planned without the benefit of knowing so.

As in the United Kingdom, too much of the library tuition is English-based or language/arts based. Why are English teachers expected to teach library skills? If I had to choose a single subject to use as the basis for library tuition it would be science or social studies—but I would prefer not to put it in any one area at all.

I found the most staggering range of unworkable and worthless assignments. Some were impossible to understand; some so huge they would require five years of study at university level; some so precise they were impossible unless the library had that particular source to hand.

I was generally puzzled by the finance. There are certain schools that need money for their central programme, their central book stock, and their central curriculum, who have extra money

coming in which can be spent only on particular federal schemes that have been dreamed up somewhere else. These are difficult schools in inner cities which need upgrading of their main central programme, but all they get are goodies looked on from the outside: that is the way the money is handed down—linked to specific programmes.

There are expensive libraries with highly trained staff and large resources. Yet four out of five of the students working in four out of five of the schools could have been doing their work anywhere: the library was simply offering a pleasant atmosphere, and the assignments required no more than the class text-books.

Those criticisms would apply to the UK also. But there are many lessons about school libraries that US educators could learn from us? A few, I think.

Their media specialists would approve strongly of our in-school curriculum planning. There is a strong feeling among them that their teachers are not using the curriculum guides that come from outside, and in our own schools there is at least the possibility of teaching through the subject curriculum.

They would find, though probably in only a few dozen of our schools, individual resource-based learning, putting the demands on the library media specialists, not the other way round. In those schools the curriculum has grown outwards from the notion of students investigating, therefore the pressures come from the subject departments and the head teachers on to the library media specialists.

They might like our assessment system, based on an examination, in which the student does a research project which is then examined outside the school. The USA has "the research paper", but nothing potentially as profitable as our CSE "project".

Despite the shelves of software in many US School media centres, they would be impressed by our schools television, national and in a few cases local; there are no courses to match them. Nor, for that matter, did I find much evidence of the approaches to film, video, and "the media" that so many British secondary schools work into their basic curriculum.

The crux of the problem seems to me exactly the same in both countries: the assignment. No importance in resources, number of librarians, library-user education programmes, or curriculum planning will really help, if we cannot find a way for classroom teachers to devise class or homework assignments that use information-handling and library skills to help the subject learning, and in their turn help the pupil practise those skills.

The ordinary pupil assignment is the unregarded heart of library-user education—sadly neglected as a professional skill on both sides of the Atlantic.

Michael Marland is head of North-Westminster Area Community School, IL2A.

features

The poor at each other's throats

For three years, the distinguished American child psychiatrist Robert Coles has been spending much of his time observing the stressful lives of the young in Belfast. This is his first account of his conversations with the children of Protestant and Catholic families

About five years ago, I began trying to understand the turmoil in Belfast the way intellectuals are wont to do. I cleared off a library shelf.

Enough of America's embarrassing and still not solved racial problems (I'd put in two decades studying them); the time had come to "read up" on Ireland, on Ulster, on the case for a united Ireland, on the case for an Ulster associated with the British Commonwealth, on the Catholic sense of the situation, in cities such as Belfast or Derry, on the Protestant sense of what is happening in those same places.

I was astonished at the number of books, never mind essays and monographs, I soon had accumulated. I had thought our American domestic difficulties had been written up to the point of saturation; I was not prepared for the volume of analysis and discussion, not to mention polemical advocacy, that Northern Ireland's troubles have stimulated recently.

Nor does one come away from such reading, matter with a substantial optimism. Historians argue with, contradict, observe; polemicists shake their fists at polemicists; and if one tries to sort out the assertions, wring out the homages and propaganda, draw from one side here, the other side there—one is taking advantage of the luxury of distance. "Go to Ulster and try your fine impartiality," I was told by an Irish Catholic journalist travelling all over the United States for an English newspaper.

I have done so, and tried; I still fancy myself an earnestly "unprejudiced" outsider, intent at all times on being fair-minded, on discovering what is happening—using whatever skill I possess as a pediatrician and child psychiatrist to ascertain the factual nature of a particular human conflict. But I doubt I can carry the day, with

such a self-description, among a good number of the Belfast people I have come to know these past three years—not when I describe, as I feel I must, the "problem" as complex and many-sided; as a question of shades of grey rather than black against white.

Of course, the so-called middle-of-the-road can be a cleverly self-serving position: like the posture of "neutrality", it invites applause from all directions. In Belfast, though, there is frequently a special scorn reserved for those who refuse to commit themselves. Is not the issue one of either/or? And if there is no explicit commitment of one's passions, there surely must be some sort of hidden agenda—an unacknowledged place where one's heart really resides.

I confess to a wavering heart—fickle, it might be argued. In the Ardoyne of Belfast, these recent springs and summers, I have seen children experiencing the all too familiar (that is, world-wide) pains which go with poverty, joblessness, political alienation, social marginality. Housing is inadequate. There is not enough money to get really good food.

'Why do people fight for their church here, if Christ was the Prince of Peace, and if He loves everyone?'

Catholic girl, aged 10.



Work can hardly be taken for granted. The role is a way of life for significant numbers of individuals—the British-supported role, an irony.

But one that pales before the irony, the haunting historical comment implied in a question I heard asked by a 10-year-old lass: "Why do people fight for their church here, if Christ was the Prince of Peace, and if He loves everyone?" Poor, naive child—neither side's political apologists have yet to get the correct theology into her head.

The girl is Catholic; she has lost a brother to a sniper's bullet, a suspected IRA member cut down one early evening by (so his family claims) the Ulster Volunteer Force (UVF). The strife

waged by paramilitary organizations is unchristian to her, yet is carried on in Christ's name. But she has other statements to make which, in sum, supply answers of sorts to her question:

"My brother died because he wanted us to be equal with the Prods. If you're not equal, it's bad. Jesus was on the side of the poor. The Catholics are the poor here; our people have been cheated and tricked for a long time. No more, my brother told us; almost every night, supper he'd say that: 'no more'. When I think of him, I hear him saying that!"

A girl with a memory; a girl who has learned some lessons—political, economic, historical, as well as religious. A girl who can't forget two words, spoken by



his friendly giant of a sibling, twice her age, now gone forever physically, but memorialized in a shrine located not far from the neighbourhood lot she and others use for play. And a girl with the following sense of the future: "I expect I'll soon leave school, and care for my two younger brothers. My mother is sick. She has a hole in her stomach, they told her at hospital. She has to drink milk. No beer. My father gets bad headaches. He says we should leave and try the States, but this is home, and granny is old, and she'll not hear talk of America. I'd rather stay here, too; they have bad troubles over there, too. Besides, we were put here by God, the priest says, and life had a reason!"

So it goes: an occasional, sneaking desire to flee the whole mess, more than balanced by some Divine injunctions sternly conveyed; and over all, a fatalism, a severely limited life accepted as the course of things. The one behavioural exception to all that resignation was provided by a fiery brother, now dead. His sympathies, the girl knows, were not only directed toward Dublin; they were egalitarian, somewhat anarchist, and anti-clerical.

As for her sympathies, they are as much set as Church linked: "If I was a boy, I might be fighting. But my mother says leave it to the men, and I will. Some girls will grow up and carry guns with the men; they'll do it, no matter if they are carrying a child!" The ultimate test, to risk an unborn life in a struggle on behalf of an unborn political reality.

Over in the Shankill, a nearby Protestant section of Belfast, the children are no less captured by military experiences, military expectations. An eleven-

'Even if the whole world is against us, we'll hold on. It's our country, and we must defend it.'

Protestant girl, aged 11

year-old girl talks one minute as if she is to be, someday, her people's Joan of Arc: "Even if the whole world is against us, we'll hold on. It's our country, and we must defend it. Someday there'll be peace, though."

For all her talk of fiercely defiant resistance, she wants that peace she mentions. She's sick and tired of the street war she's seen. She, too, has suffered loss, her father: "They shot him from behind the back, the filthy cowards. They were scared of him. They'll pay; they'll burn in Hell forever!" Evangelical Protestantism comforts her with such prophecy. Meanwhile, the British dole provides. And with each year, she gets a particular kind of extra-curricular education more firmly in mind:

"When I'm bigger, I'll be lucky to marry a man with a good job. The best man is the one who leaves the house to

go to work. The Catholics want everything: they want jobs, and look, a lot of our own people, loyal to the Crown, don't have jobs. If London sent a million soldiers here, they'd stop the IRA. My mother says a million is too many; but they killed two soldiers this last month, and until we stop them, the bullets will keep coming, and our men will die. My sister talks of moving to Scotland. But her boyfriend says no. We can't surrender. I just hope we don't all die when they outnumber us!"

The demographic obsessions of a pre-adolescent youth, who tersely, quietly and in a delightfully concrete way alludes to any number of significant abstract issues: poverty, the Protestant settlement of Ulster, the question of out-migration, the necessarily limited "defence" Britain can offer to the Ulster status quo, the angry yearnings of a Catholic minority—all in the context of a depressed economy which has less and less, it seems, to offer people of both the Shankill and the Ardoyne.

And a month or so later, this further bit of shrewd analysis, offered us friendly advice to an American, but not without a sigh of self-interested yearning: "If you go away from here, and live near the university, you can be safe. If I could be a nurse, I'd not live here; I'd be working in hospital; I'd have a chance of meeting someone who would marry me, and we'd live where there's no IRA and no UVF in a war. I wouldn't mind that!"

She would be moved to contradict herself a bit later. She was no traitor to her people, her neighbourhood; she'd never leave—and anyway, she knew she couldn't. No such luck—hence, best to stand up, declare one's loyalties, strike at the foe with truculent words.

Yet, somewhere in her head are those dreams, called "upwardly mobile" by social scientists—who know personally whereof they speak! And her occasionally spoken if futile aspirations are connected to the shrewdest of observations about the Shankill, the Ardoyne—indeed, all of Belfast. Ulster's civil strife, which the whole world knows to be a terrible religious battle, embedded in centuries of Christian (ideological) distrust and hatred, is also, she realizes, something quite else: the poor at each other's throats.

To be sure, well-to-do Protestants and Catholics in Ulster have not been partaking of a love feast these past years, or decades, or generations. Nevertheless, as our young informant is at pains to tell us, the ugly street violence that all of us associate with Ulster's contemporary religious animosities ought not to be seen as only an update of the long-standing Catholic/Protestant polarity. The issue in Belfast, and elsewhere in Ulster, too, is class as well as faith.

I have lived at various times near Queen's University, Belfast, and out in the suburban community of Lisburn; and in those places found Catholics and Protestants able to mingle residentially, in stores and restaurants, with no outbursts of rancour, let alone expressions of physical violence. True, the IRA has moved into the university area, several times; bombs hurled at drinking places, at the Wellington Park Hotel. But why? The affluent mix of Catholics and Protestants who are to be found in such places is an enemy defined by the imperatives of class—the privileged ones, the commercial and professional elites, who must be hurt, and hurt badly (so one hears it said, by IRA sympathizers, if not members) before there will be any chance of substantial change.

Of course, that change is commonly described by those who want it or oppose it in national and religious terms—and far be it from me to deny the obvious and longstanding reality of that contention. But Belfast's children who live closest to the worst of the violence seem well able to obtain for themselves one of those "larger perspectives" the rest of us, far better off and better educated, regularly claim for ourselves.

Nor are those children necessarily bound by the constraints they themselves often emphasize, when talking about their lives. The two girls I have quoted above, ordinary children of two notoriously antagonistic Belfast neighbourhoods, surprised me by their capacity to become friends at least for short stretches of time. How old that happened?

I worked the summer at a day camp, meant to give poor city children a chance to enjoy life's sports, picnics, a few hours of arts and crafts and fresh air each weekday for a month or so. The bus

picked up the Catholic children first, then the Protestant ones. Day after day, all was silence, or worse, on the way out—swear words, slurs, epithets. But once there, and rather soon, the children played with each other, no matter what their religion. On the way back, the same sullen or surly behaviour of the morning run returned.

When such a strange rhythm persisted for more than two weeks, I asked some of the children why the inconsistency: hostility on the bus to and fro, but a peaceable country day in between. "Oh," said the first child to whom I broached the subject, "that's an easy one to answer." She paused, perhaps in the careful hope I would be able to collect my wits fast enough to deal successfully with her brief and pointed explanation, then spoke: "We're coming from home in the morning, and we're going back in the afternoon."

No more. I had my mouth open, ready with 10 more questions, preceded by a hint of exasperation, when something in me said to shut up and think over what I had been told. I did—but, alas, with no great shock of recognition. I decided to pursue the same line of inquiry with other children; and by God, I would hear almost the same thing from virtually all the boys and girls. For them the world worked like that: at home (that is, on a certain, symbolically charged turf) a person feels and behaves one way; away from home, on neutral territory, and busy with play, one can respond quite differently.

No stunning discovery, that—though a reminder that many psychological and sociological categorizations are, perhaps, somewhat flat, static, one-dimensional. There is to all life, Belfast's included, complexity, ambiguity, a texture—so that moments of irony or surprising, even encouraging inconsistency are possible. Animosity that seems overwhelmingly present and unyielding can be replaced by hectic cooperation and even touches of concerned friendliness—only to be followed, once more, by the same old brutish language, if not deeds.

Needless to say, the social planners come at such "discoveries" with the hot breath of reformist anticipation: how to "generalize" those all-too-brief "camp moments"? Through the schools? Maybe, a bit—but not if the Catholic and Protestant church officials have their way. I don't think it takes a so-called "expert", such as myself, and studies such as I am making, to make a plausible case for the "integration" by schooling of children who are learning, day after day, all sorts of mean-spirited ideas about others their age who live, say, a few blocks away in the same city.

Naturally, some of those children have to travel with their books on buses right past the homes of other children, sent to different schools.

In my experience with the desegregation of American schools, Southern, Northern, no social miracle takes place. Deep-seated racial tensions, connected to a political history, not to mention economic disparities and cultural customs, are not suddenly banished by common attendance in X or Y classroom. But there are moments and longer of important shifts in attitude or assumption—as the children themselves are the first to say.

Even in that brief Belfast summer I heard Catholic and Protestant boys and girls remark upon a particular child's language, clothes, or manner with surprise and pleasure and not least, self-criticism—as if to indicate something like this, though not so pompously. I ought not have been so astonished, so prejudiced, because there are all kinds of people in any neighbourhood.

Here were young people brought up relentlessly to recognize different histories, religious traditions, holidays, values; and negatively, brought up to think negatively of an "us" and "them"—yet, for all that, able to set aside their powerful influences momentarily, as well as able to comprehend some of their shared distress, and indeed, compare it to the situation of others, luckier by virtue of their social and economic circumstances.

Maybe a few of their so-called "leaders" (both political and religious) might be asked by the world to demonstrate a similar kind of psychological flexibility, a similar breadth of social understanding?

Robert Coles works in the University Health Services, Harvard University. He is the author of *Children of Crisis* and other books.



features

Change and decay

*Denys Thompson argues
the case for maintaining the Bible as a life-giving part
of the national heritage*

Instead of trying to replace The Book of Common Prayer with something rather like it the Anglican Communion should

The Bible is another matter: the complete literature of an ancient culture, to be known and read as a living book. As well as punishing great writers it was accessible

Phoenix page 312

Perhaps all this is crying for the moon.
need not be if the contributors and the

through the coming autumn madness of Presidential election, industrial strife and international incident I shall continue to be

The other end of the brass band spectrum from Etraswell is represented by the RBC's Rest of Brass

Not that there has been too much escapism this week. As well as the Durrell programme, there has been the first of the Women of Courage (YTV Wednesday), a series about heroines under the Nazis. This opening programme brought us the story

Yarmouth, at a service of solemn ritual leavened by warm smiles and handshakes, Father Dowsey came to "the ordained ministry as a Priest of the New Testament". The camera allowed it all to speak for itself and the total effect was, for me, moving to the point of tears.

in and fro to correct great slides. Now all that happens is that totally anonymous roller skates chase each other around like Scaletrix models until somebody has a puncture, or his engine blows up through sheer boredom. Come back Fangio and Moss!

•
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•
•
•

To a summer day?

to say this got in the way of the party would be to underestimate the latest in the continuing saga

With fewer pauses between the tetrads and the triads, it became increasingly difficult to digest the meaning of so many Sonnets at



Setting up stage

There is a limited practice in America known as Slam Dancing. When the music stops the partner

and personal power. It is supported not only by practical workshop and teachers' materials but also, uniquely, by personal materials for the children to take away. Ludus has occasionally been criticized for not doing "pure" dance. They continue to show that they are doing some

100

Mother superior

Alan Ryan on feminism and philosophy

Women in Western Political Thought is in some ways, about a non-topic; in much political thought, women appear as a significant absence rather than in their own right.

Not, of course, that all political theorists have tried to slide women out of sight.

It is the family which is the villain of the piece here; not just in traditional political theory but in recent sociology and psychology and in the lay sociology of American Supreme Court justices; too, the functionalist approach to the rights of women has precluded a simple two-step argument making women "second class citizens" and women exist to keep the family going; second, discover that whatever it is that the issue would threaten/support her performance of that job. Women are "naturally."

of the family - though not at all hesitant to demand equal treatment for alienated associations. Like most American philosophers, she is, perhaps, excessively confident that human society can be understood as a system of contracts among rational adults and should be judged by the standards of equity appropriate to justice. It is that, for one virtue of that philosophy is that it can keep one clear of thinking half the human race as fit to be put off earth by God for the expense of ministering to ends that are less than the other half.

...the "Tyler" himself faces
...until an adult appearance
...Goldman) to reestablish social
...minutes the show outlasts
...material and parts seemed like
...classical ballet's divertissement
...some of the best entertain
...to us the time for the
...However, a number of
...performances indicated con

play, guided by the teachers, children were not selected for individual theatrical skills (so, there might be an entire CSE drama group, not its three best actors alone).

This experiment has resulted in an interesting mismatch. The scripted sections (some 80 per cent of the whole) can stand alone. Their sophistication, *Arabian Nights* Chinese-box structure, witty dia-

experiment is interesting although it produces an artistic abnormality. However, a more equal sharing of time between the two elements might have produced greater interest.

The schools involved, and therefore the performances too, change each week and the show runs until July 26.

Timothy Ramsdorn

and Sweden, included uranium sea-
sons, a TIE performance by
Spectacle Theatre, an Opera Work-
shop with English National Opera,
North and the work of Contem-
porary Youth Dance. There was also
a puppet performance—represent-
ing what is now the most numerous
kind of performing groups in the
country. The work overall was
patchy.

What is now needed are more focussed events to move the work on. The London Borough of Newham (for example) is planning a one week festival of Theatre in Education for September which offers an immediate follow-on. It beats Slim Dancing.

100

Peter Brinson on the Royal Ballet School

Concerto takes its title from Shostakovich's Piano Concerto No. 2, Op 101, created primarily for the composer's 19-year-old son, then still a student at the Moscow Conservatory. MacMillan builds a choreographic parallel to the musical form, the principal dancers in each movement generally, but not rigidly matched to the piano writing. Like the music, the ballet conveys a series of cheerful, fresh, youthful moods. The *Two Pigeons* also is about youth, a young artist

all her demands. It was worth it, *she* *thinks*. *By contrast*, *however*, *and* *provides* *a* *veiled* *character* *opportunity*. *It* *was* *led* *by* *Michael* *Roberts* *and* *David* *Poden* *as* *the* *fixers* *and* *Karen* *Donovan* *as* *the* *lovers*. *Roberts* *and* *Poden* *both* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment*. *Poden* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment* *and* *partnering* *something* *of* *a* *problem* *but* *compensated* *with* *an* *attractive* *personality* *and* *dance* *style*. *Roberts*, *ideally* *cast*, *also* *seemed* *to* *find* *the* *right* *thing* *to* *do* *in* *the* *moment*

Andrew Peggie on end-of-term music making

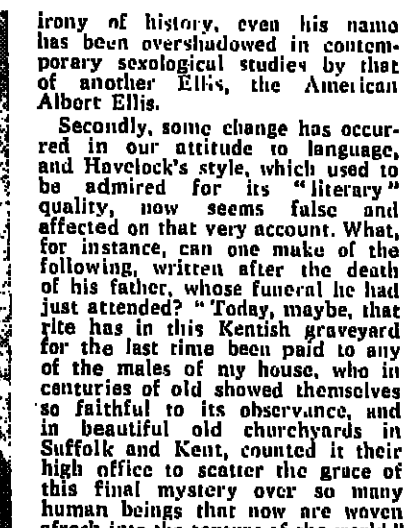
On the other side of the country at Colwall, Malvern, end of term events at the Downs School were of a more celebratory nature—fifty years of Quaker and subscription year—where a tradition was the inspiration for a dramatic history play tracing the school's story. From the opening pictures of the founders to the final roll call of venerable old boys (all suitably imperious) to the present pupils, the Infinite Jest could not but come straight out of the *Boys' Own Newspaper*; indeed it would not be uncharitable to suggest it as a *Boys' Own* mode of Ripping Yarns. The school's Quaker and subscription projects helped enormously to

Grusinsky's *Eight Miniatures*, played here by the able woodwind and string sextet had a nicely pointed and stylish performance, as did Milhaud's rather slight *Les Charmes de la vie*, with a smaller but equally familiar line-up. More substantial but less convincing interpretation was Debussy's late string quartet, played by Christopher Tombling, Benjamin Buckton, Michael Moore and Timothy Welden—lacking in boldness but sometimes again as winner of the undisciplined competition. He has a lot of talent: rock steady intonation and a dexterous left hand, especially

the bell, this anti-virtuous act, mental music works well in a pretentious way, given a misguided approach. But her "Hymn to the Rose Garden," with much singing, dancing, music, incense, is a sad musical exercise, an attempt to depict in crude representative terms symbolic aspects of the search for the Ground of Being from *Le Roman de la Rose* and the Tibetan Book of the Dead. A ritual needs willing participants for whom the events have a personal significance, when the audience neither understands the rules nor cares to identify with them in any case a highly successful compilation, the whole procedure

Making it ha
Peggy Heeks on present-da
The Facts of love. By Alex. and
Lane Comfort.

Charles Rycroft on Havelock Ellis



Or of: "The tall form languidly
 rose, and stoof erect, teat and
 massive, a small now with
 length of those straight, adust
 legs still ravishing in their un-
 yielding pride, and the form before
 me seemed to become some dor-
 able Olympian vase, and a large
 stream gushed afar in the glistering
 liquid arch, endlessly it seemed to
 my wondering eyes, as I contem-
 plated what I gazed on, a
 protuberant statue of the Fountain
 of Life." "which is a descrip-
 tion of Hilda Doolittle urinating in
 the twilight.

Hilary Finch reviews a selection of records for summer

Right at the other end of the scale in mood, style and, unfortunately, musical quality, is *Sometimes When We Touch*, what looked like an interesting idea from RCA (AT 2529) in linking the voice of a tenor, Laine and the flute of James Grey with the musical arrangements of John Dankworth. Energetic, richly-laden song versions of "Fascination," "Sartre's Gymnasium" and Pachelbel's canon are sung by Laine with good character but lack colour, though they work up a fine Southern number and a

It is perhaps unfair to compare the new digital recording of Byorak's New World Symphony (Nihonga K 23532) with Decca's digital version (Vienna Philharmonic/Kirill Kondrashin) SXD147300 but, recording quality aside, the latter still proves its greater value. Byorak's symphony is very close with the Philharmonic's version. The wind solos are rushed and the dramatics of the third movement is underplayed. Kondrashin, on the other hand, creates power from excitement by giving everyone more time to share in the music with care. Vintage recordings like these in the World Records Reference Series are obviously not for those who put immaculate recording first, but the scarily pure voice of

The *Junge Deutsche Philharmonie* was founded in 1971 as the creme de la creme student orchestra of Western Germany. Conducted by Hans Zender they play Brahms's Piano Quartet in G minor OP 25 orchestrated by Schoenberg, and Schubert's Grandson PG 453, 198. Schoenberg made a recording of it because he "waited for once to hear everything." Here we certainly can, thanks to Schoenberg's great understanding of Brahms, the orchestra's brilliant playing and the high quality recording and pressing by DC.

Space forbids fuller comment, but other good buys for holiday listening on new term stock cupboard are *Young-Wha Chung's* Beethoven Violin Concerto (RCA Digital SXDI, 7505), warmly spoken and always incisive; *Elgar's Crown of India and In the South* (LP/O, Barenboim) on CBS Classics 61892, a fresh, extrovert interpretation; a fresh version of the *Mozart Flute Quartets* from the *Melotone* Ensemble and Richard Adeney (Elitmus, C 24355) and another RCA Digital: Stravinsky's *Firebird* coupled with a long overdue new recording of the *Symphonies* (MCA, 1347) from Eduardo Mata and the Dallas Symphony Orchestra (RCA, 1347).

unacceptable.

middle ages. The more learned the
journal the less do its contributors
feel under any obligation to argue.
I am thinking, as it happens, of
linguistics, and can supply a thick
file of evidence at the drop of a
hat.)

When the moment comes in the
Commons for the really telling
talk, when the blood is up and
the deepest feelings outraged, the
instinct of the modern MP is not
to come out with the reason which
nobody in his senses could deny,
but to speak the dread word *un-
acceptable*. Small wage increases to
the one side, secondary picketing to
the other, are *unacceptable*.

Mesopotamia to

Christopher Headington has written
concertos for violin and piano, two
string quartets, two piano sonatas,
an orchestral song cycle—and *The
Bodley Head History of Western
Music*. Published yesterday in a new

But he needs to be more than a dog in the manger. The dog has no teeth, and the mule is not effective by its reasoning and reasoning is commonly recognized. Whether a man is refused \$5, many will question the wisdom of the refusal. But if he is refused \$50,000, he will be said to be a miser. The question of fact, if a woman is refused \$100,000, the Commons denies the man will report that he has refused it. Take the two together, reasoning has been superseded by the fact. The man who is refused \$100,000 together, unprinciples, as they should be flying, picks up the money, increases in the price of the goods, and sells them for \$100,000, and sells, etc. etc. Say with \$100,000 will credit you with \$100,000. But the contrary suggestion is, "How nice and easy the new way is!"

Jan Robbins

To Webber

(10.50) this encyclopedic and survey of Western music from Mesopotamia to Elroy Reuber. First publication six years ago. This revised edition is now complete, revised with the numerous new and musical examples of the style.

Peggy Heeks on present-day philosophers of sex

the people. However, the text is to be interpreted as portraits of handsome boys and girls, while those concerning anatomical diagrams to which sex books are prone to resort to a minimum. In Britain, Britain's father of two, and with a wealth of experience, to see that he, too, could be helped by his mother and father, a leader in energy and counsel, his books may be regarded as a greater bargain for 47 pence, and contains views on marriage, in addition to a section on the practice of his principles. Mr. Varty will very likely lead to true peace, contentment, and peace for the public notes take us, if you can already take it, if either of these two books are yours. With the first, you move on to the texts that are strange, a marked similarity in the author's attitudes. Both emphasize personal responsibility and forecast that readers disagree over some issues; the writer occasionally resorts to exaggerated diagrams and notes are many. Truly, the

Regrettably, I am not much more at ease with the Comfords' cosmetic production, so disarming, so adroitly marketed—misstep press hands-off apart. The style is relaxed, the content clearly prepackaged, the approach rates the smooth ease of sincerity. It would be hard to guess reading this book, that loving ever-going to involve heartache, despair, anger or any other emotion real strength. We must not be lulled an acre of Deanna Durbin's mother her first kiss.

Faced with the test question "Would you buy these for your teenage children?" the answer is a qualified yes. The reason is concerned, however, more with the question of author stance than reader taste. No author can satiate tenderly serve two audiences, and here we have an attempt to do so at all. The book over the parents' shoulder, the sexual discussion presented through a parental lens. Faced with this division of loyalties, both authors eventually move to the adult viewpoint, to present the technique of dealing with sexual development, from puberty on.

is that "sexual behavior" is not a preschool years, and the quotes in support documentation of spontaneous erection, vaginal lubrication and other erotic sensations. Moving on to adult sexual problems, Dr Yates floods the development of the sexualities in the development of a positive, enthusiastic approach to children's sexuality." So the duty of each conscientious parent is nourishment of "the wellspring of eroticism."

The author, mother of 13, regrets that she avoided this task: to help other parents who have no guidance, a series of hints on how to handle sexual response. On offer for the pre-school child are bath games—"dip-dug-dug", best played by two boys; and "to the boat" for which both sexes are required—and toilet games, which "can be a big one". Babies can be treated to slides on bare bellies over satin quilts, while mothers are encouraged to stool sniffing and smearing. At this point many readers will find it hard to believe that the author will part company with the writer, seeing these structured exercises as eccentric, even potentially damaging. One must in any case mistrust a regime for the normal child based on such a highly unorthodox, if not, perhaps, abnormal,

The Man Who Was B. Traven. By
Will West

British politics
A students' guide
Bill Jones and Dennis K

Student response to *British politics* appreciative and this outstandingly reprinted with up-to-date amendments since the Conservative change of course. Initiated by comments and issues for study are set and the note-style presentation of essential points.

'... because of its relevance succeed.'—*Parliamentary Affairs*

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...s today

...avanagh (editors)

...ics today has been enthusiastic and
...ly successful introduction is now
...endments. New sections discuss
...election victory and the radical
...Mrs. Thatcher's government. Argu-
...out not concisely and authoritatively
...directs the students' attention to the
...and practicability. It deserves to
...larly good introductory book . . .

Press

PL

GROUP

Bill Jones and Dennis Kavanagh (editors)

'... because of its relevance and practicability, it deserves to succeed.'—*Parliamentary Affairs*

'... one welcomes this particularly good introductory book ...'
—*British Book News*

Manchester University Press
Oxford Road Manchester M13 9PL

1. The first group of people who are not in the labor force are those who are not in the labor force because they are not in the labor force. This group is the largest group of people who are not in the labor force.

books

Cosmic queries

Julia Neuburger

Journeys into religion: Early Christian Writings; Myth, History and Ritual; Making Sense: Worship; Islam; Teacher's Handbook £1.50.

The Schools' Council Project on Religious Education in Secondary Schools.

Harvard Educational £1.20. 247 12963 1. £1.20. 247 12968 2. £1.50. 247 12972 0. £1.20. 247 12971 2. £1.20. 247 12966 6. £2.25. 247 12975 5.

These five units form part of the extremely ambitious Schools' Council project for religious education in secondary schools. There are some five more booklets to come later this year, and a further teacher's handbook, and with these the whole programme should cover the age range 11 to 16 and each booklet provides approximately one term's work. The idea is obviously a good one and the Schools Council have come to grips with the problem of describing "religion" to children, many of whom have no understanding of a religious dimension in their lives.

The teacher's handbook to these five booklets tries to explain the aims of the project to teachers: "religion is a distinctive way of interpreting experience, a mode of understanding. Education must provide opportunities for children to develop and exercise all these capacities, including the capacity to ask religious questions—questions about the cosmic significance of their lives... It is undoubtedly true that education must provide such opportunities—what is important, however, is that those opportu-

nities should be offered not only in that loosely labelled once-a-week "religious studies" period but throughout the syllabus, and by all teachers.

The purpose of this project is to reflect the religious and cultures in our society, and to teach the children to think clearly about issues and base their opinions upon real evidence—the second part of which is the purpose of all education, not only religious. As a result, the material cuts across disciplines in a very ambitious manner, and like many ambitious projects it has distinct drawbacks. One of these—and the most irritating—is the sense of reading material written by a committee. The style is variable, the level at which the book is aimed changes from page to page, and the teacher's handbook especially suffers from a combination of arrogance, over-simplification and a mixture of styles. At the same time it provides excellent teaching suggestions and a helpful bibliography.

Meanwhile the pupils' booklets also suffer from a mixture of styles, but are pulled together to a much greater extent by the superb design and artwork of Flax and Kingsnorth, who give the material excellent visual impact and who make the written material come to life. The booklets vary enormously in quality: *Worship and Making Sense* is particularly helpful in that it provides a great deal of unbiased discussion material as well as a considerable amount of factual information.

Altogether, the project is an exciting one. Much will depend on how it is used, but many teachers should find it stimulating and many pupils should learn much from it.

Ichabod

Richard North

Environmental Studies. By Terry Jennings. Pimlico, £4.95.

Man-Made Disasters. By John E. Butler. Heinemann Educational Australia £2.50.

"The seriousness of the oil problem can be appreciated by the fact that in 1970, when the Heyerdahl crossed the Atlantic on the raft, Ra, he found himself continuously drifting through oil-slicks." Thus, *Environmental Studies* on one of those observations which have passed into the mythology. *Man-Made Disasters* goes a little further, and notes Heyerdahl's "surprise" and "distress" that he "was rarely out of sight of man-made garbage. A major component of this was lumps of 'oil tar, about 6cm in diameter'."

These two books take very different approaches, and are of rather different quality. *Environmental Studies* is an exhaustive account of the workings of the planet Earth: an account in which a sober tone does something for clarity and a deal less for enthusiasm or passion. Its failings partly lie in its not being twice its length. It only ticks at the major problems which confront young adults when they come to grips with deciding what they would do if they were in charge.

It's tempting to suggest that any text book would have that failing. It is geared to filling a decently equipped mind with the facts which lie behind a subject. But one suspects it of deliberately avoiding any powerful commitment. It has sacrificed taking sides on the altar of even-mindedness. This is partly a failing of the length of the book:



doubtless, if it could have gone on for ever, the author could have got closer to the real issues. A longer book for instance, could have looked at, say, pesticides, and have peered away at the marginal dangers of pesticide application (and whether farmers aren't investing in them at the margin as a short-sighted insurance policy against crop failure). And it could have considered and pronounced at least the author's verdict on—the value of taking risks with pesticides so that the west can feed ever more grain to animals which then deliver about 10 per cent of the food value to an already largely over-stuffed population.

Equally, it could have looked at Ra's oil-strewn voyage and wondered more loudly and clearly if the cheap-energy requirement of the west was worth littering the ocean with debris. It fails, in the terms of one who is—in the short-hand of the day—

Heroic revolution

Elizabeth Henry looks at the Cambridge Greek Course

Early in 1974 a letter to *The Times* launched an appeal for £40,000 to set up a 3 year project whose aim was to write a new Greek course. A sense of doom came over very early in the statistics supplied to the Appeal. 3,000 O level candidates in 1962, less than 2,000 in 1971. Greek texts of all kinds rapidly vanishing from publishers' lists. More and more secondary schools with no teacher able even to read the Greek alphabet, so that even a cram course for a promising candidate would be impossible. The appeal used the words like "danger" and "alarms"; it projected "irreversible".

The Project team began work in September 1974, from an office at Hughes House in Cambridge. With a steering committee invited by the Association of Classical Teachers. There were advisory links with many University departments of Greek or of linguistics, with many schools, with many overseas scholars and with HM Inspectorate. The team worked at extraordinary speed (perhaps that is why the course assumes that Greek speakers can work at extraordinary speed) and by the summer of 1975 some school students at Cheltenham were working from the first two sections of the Project's yet unpublished course. Sixth Formers in schools were testing the material in 1976, and the first volume of *Reading Greek* (CUP £3.50) together with its teacher's companion, *Vocabulary and Exercises* (LWS) was actually on sale in 1978. Some of the first students to receive copies of the book have just taken an A/O examination, set for the first time in 1980 and based on the syllabus as untraditional as the course itself.

Greek are simply those who might otherwise have entered for a traditional syllabus. J.M.B. (always representative as a sample) expects to see an increase of perhaps 9 per cent. O level figures of 1979. A level will continue the downward trend, being inevitably dependent on the "O" level figures of two years ago or more. It seems there is a counter-movement now which makes it unreasonable to talk of Greek as irrevocably doomed.

The specific aim of the J.A.C.T. course is to relate linguistic material at every point to its cultural sources. The themes of the early chapters in *Reading Greek* derive from the world of Thucydides, Plato, and Aristotle, and above all Aristophanes. Much of the reading here is in dialogue form, and only Athenians could talk as these speakers do. After half a dozen chapters the reader has heard them speak of Homer's all-embracing wisdom, of Xerxes' hubris, of the writers of these courses were themselves trained by old-style prose translation, by the now unfashionable direct method, or by some lucky anticipation of the approach they are now using, they have succeeded in writing a carefully structured and carefully chosen Greek, so effectively that they do not seem to be telling the learner about the ancient world but taking him directly into it.

These sections of "made up" Greek lead on, as the C.L.C. Unit does, to passages from original authors. Long extracts from Homer, Herodotus and Sophocles have appeared as the separate volume called *A World of Heroes* (£4.50), and a further volume, *The Intellectual Revolution*, will include Thucydides and Plato. These texts have the same format as Part I of the course: full vocabularies, English summaries, and well chosen verse paintings as illustration. The printing and general appearance have an immediate attractiveness very different from the dry and forbidding aspect of old Greek courses (though the grammatical sections are certainly no less intricate).

As to the "structuralism" which emphasises reading as always pre-



ceding analysis, and the learning of vocabulary and accidence through context and familiarity, this is less new than the editors seem to suggest. What about the humbly presented but often absorbing *Lampas*, or *Cratylus*, or the sure command of idiom if not of 20th century comic sense (the schoolboy jokes Greek nowadays)?

The chief difficulty of the method, with so much to cover, is the danger of monotony, even with the 16-plus students for whom the course is intended. But the reading is entirely adult in its appeal, and the students usually feel this danger of monotony less than one expects. There has been no time to produce a teacher's handbook, slides, tapes, wall charts; these may come.

They will not come directly from the original project team which is now disbanded, but they may spring from some of the secondary projects which *Reading Greek* has inspired. Summer schools for Greek beginners now take place in four University cities (this is additional to Cheltenham) and adult classes in the language are flourishing in many places. Courses for teachers are being held frequently at Mading, by Hall, Cambridge. Most unusual of all—this is being financed by royalties from *Reading Greek*—teachers who have used the course, will go anywhere to demonstrate the early stages with sixth formers. More than 40 such short courses have been held already.

If Greek is to survive in the schools and the Sixth Form colleges of the future, it seems that its academic centre must surely be here. The Classics have urgent and widening interest for the new world forms, as the growth of Ancient History and related subjects shows; but unless linked to a nerve-centre of academic language study, these subjects are going to lose their authentic source of vitality before very long.

J.A.C.T. has brought about at least the beginnings of a revolution, a heroic one which depended on individuals acting from conviction, and with no public money at all. As with most revolutions, no one can see how it will end.

on the Treaty of Versailles include one asking for short notes on the four Western leaders pictured. The student will require suggestions for sources: the book interesting but format deadens excitement by its similarity. It is particularly exciting to pick up the final book, *Contemporary Files 2: The World* by W. P. Rae and N. Coutts. This is an imaginative book. It is set out in a series of "files" such as: the Washington File, the Kremlin File, the Nuclear File. Each section is set out well and differently with pictures, maps, diagrams, cartoon drawings and brief quotations. The Washington File includes pieces on the theory of American government, government at work, the presidency, the American dream, American Reality. The Kremlin File includes a section on the theory of the development of today. Topics are introduced crisply. "How trouble brewed itself into the 'Big Apple' is the heading for the section on New York's crisis. The authors are clear in their intention to encourage the development of skills such as: the ability to gather and collate information, to present arguments clearly, to be sensitive to bias, to extract relevant information about modern societies. Much general material is presented today in this sort of format and this book stands on its own. It is excitingly presented and directed towards the 'pleasurably purposeful' development of learning skills. Calla Bayne-Jardine

It's toga time

David Self

Shakespeare Superscribe. Edited by Myra Barrs. Penguin £1.50. 14 00 5417 0.

Pat on cue, just in time for the revision season, comes *Shakespeare Superscribe*. With its cover photograph of the Stratford statue of Shakespeare captioned with a "thinks" balloon, "I've never been so examined", it seems destined to become a famous book and is bound to appeal to its first relatives of every English literature candidate.

Whether it will appeal to the candidates themselves is another matter. I hope it will—I would certainly like to think of every sixth former and every bright O level student using it as their first work of literary criticism. Basically it is a series of transcripts of Capital Radio's set book series in which actors, producers, critics and teachers discussed some of the more frequently set texts. A particular aim was to "release set texts from their tedious and inflexible examination limits". As the blurb says, "Instead of learning-by-heart you'll learn by interest and enthusiasm, by forming your own views on the plays."

Interest and enthusiasm are present in plenty. "It's toga time", announces Michael Aspel, introducing Sir John Gielgud, John Schlesinger, Timothy West, James Mason and others to talk about *Julius Caesar*. Similar all-star casts was enthusiastic over *Romeo and Juliet*, *Macbeth*, *Midsummer Night's Dream*, *Twelfth Night*, *Merchant of Venice* and two of the histories, *Richard II*, *Henry IV Part One*. While I totally applaud the conviction of the speakers and their determination to demystify the plays and to treat them as relevant and exciting stories, I must admit some relief that the discussions are

balanced by a series of helpful essays putting the plays in their literary and historical contexts.

Both the original radio series and this book must bring Shakespeare's plays to life for many to whom they might otherwise have remained mere examination fodder, but whether *Shakespeare Superscribe* will help the "switched off" candidates for whom it seems primarily intended when it actually comes to the examination is another matter.

Many teachers will know the danger of floating an eccentric view of a play or character in order to waken up a listless class. Having successfully entertained the group for 20 minutes, the idea does not die—but lies dormant and resurfaces in an essay as gospel truth requiring no textual proof. So I wonder if it is wise to promote Patrick Stewart's opinion that Cassius is motivated by unconsummated love for both Caesar and Brutus, or John Clossie's view that *Twelfth Night* "is a fairly sloppy bit of writing". In context, his interpretation is intriguing but I doubt that candidates will gain many marks for its repetition—and repeat it they will.

My main worry about this book is that it transcribes the contributors' comments with little or no indication of how they were originally uttered. When spoken, they may have been provocative and challenging; on paper they can seem dangerously authoritative, and mislead the weaker candidate. The perceptive reader will however gain much from this entertaining and well-illustrated paperback. He might even debate the implications of the radio producer's foreword which quotes Ian McKellen's tip, "Never trust anything—find out for yourself." This is immediately followed by "an extra special thank you" to her researcher.

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By Richard Kemp. Edward Arnold. Pupils' Books, £1.75. Teachers' Guides £2.25.

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Every series which endeavours to match itself to a topic-planned syllabus must be at some risk, there being so many topic possibilities. Contrariwise, short, self-contained topic books have a chance of fitting any scheme plan in various spots, particularly at the CSE level.

Pollution stands very much on its own in this respect. While this is news, here is a useful and well-arranged introduction, with plenty of readable examples. When the headlines die down, it will revert to the back of the book. *Villages and Towns* are much more mainstream geography in the modern vein. *Villages* could well be used in the earlier years, and there is some emphasis on house types, always handy references throughout of geography courses. *Towns* properly moves towards study of urban growth, town planning, traffic problems, CBD's and so on.

"Teacher's Guide" is an unfortunate misnomer, smacking as it does of college note and lecture theory. Here is, in fact, a substantial collection of more detailed exercises, closely related to the pupils' text, with permission to duplicate the material provided. Several are quite large geographical areas which will last a long time—Friday afternoon?—others are a bit too abstract for CSE pupils. Each book, with its guide, would need a full term to master.

Hancock's *Urban Development and Planning* is for good A level classes or even for various stages of tertiary education. Compared with Rona Mothershead's clearly applied "Biogeography" in this series it is, rather, a valuable introduction to town planning. From a geographical viewpoint, it is a mature activity to see the relationship of the two subjects, and on this score it may not suit some schools.

Candidate's English

Revise English. By Stephen Tunnicliffe, Frances Glendenning, Denis Thompson.

Charles Letts £2.85. 85097 360 0. Take It From Here. By R. B. Heath. Longman £1.75. 582 20058 X.

Right Into English. By David Ball. Longman £1.60. 582 21665 6.

"Nothing Left To Cut!" is the current slogan of the Educational Publishers' Council; at the latest count schools are spending just £5 per class each year on books. With reduced capitation allowances it is not difficult to imagine the onus of book buying shifting slowly towards the pupils themselves.

Revise English boasts an impressive editorial panel and aims to be a complete revision course for O level and CSE. In common with Rhodri Jones's best-selling *A New English Course* the emphasis is on individual study, though it is not intended as a class textbook. The format is unashamedly geared towards gaining that certificate, with the introductory cartoons reminding candidates that untidy handwriting, spelling and punctuation will in this game, make examiners "annoyed, more annoyed, and so on."

Guidance on fictional, discussion, and descriptive essays, on a range of comprehension approaches (including multiple-choice), on many writing, poetry, and the oral aspect of CSE is analytical and ex-

haustive. Self-testing exercises dotted throughout the book identified and with answers in usefulness, but the comprehensive checklist of examination topics and the different syllabus requirements at O level and CSE would worth securing for every English department. But the major part of this individualized course is cluttered, often confused, and certainly above most reading level. More carefully aimed at the ability range is *Take It From Here* in many ways a larger-format version of the author's *Impact* series, a proven favourite with teachers and CSE classes. The social studies approach is happily, complemented by extracts on Jamaican patois, lands of Pakistan and India, and Romanians and contempera-

ries in a novel and refreshing way. The distinctive feature of *Right Into English* is the explicit approach, so that the book can be worked through either thematically or stylistically. *Revise English* is a Hemingway, Chaucer, Shakespeare and Orwell, the *Journal of William Cooper*, *Nik Conn*, *Women's Weekly* and the drama of Peter Terson and Willis Hall offer a text with enlightening mixed-ability through-

Passionate snigger

D. R. Lawrence: The Writer and His Work. By Alistair Niven. Longman (for the British Council). Writers and their Work. Series £3.55. 582 01287 2.

"All religion, instead of being a religion of life, here and now, became religion of postponed destiny," wrote Lawrence in *Apocalypse*, his last work. It seems that his study was, in his own words, a proper appreciation of which has come slowly, much impeded as it was by the snigger response triggered by his use of crude words

and the consequent snigger response that meant big money paperback publishers. Dr Niven is a beneficiary of intelligent study of Lawrence and his work, and has gathered on and put to good use. Lawrence's output is necessarily a "survey" of his work, written at blood-sweat and tears, and occasionally probing and stimulating the reader and him wish for more acquaintance with the author's achievement.

Phenomena

These were the Greeks. By H. D. Jones and A. G. P. Long. Pimlico Educational. £2.95. 7175 795 0.

Books at examination level on the Greeks have usually special-ized on single themes, and several notable ones have resulted. The new survey has now been established by the authors of this book, an attempt to give the student a sense of the Greek world (their own word) in the form of a narrative from the time of the Trojan War to the fall of the Athenian empire. The book is less than a page on women, children, democracy, religion, and the like, but it is a good introduction to the Greek world. The text is illustrated in an engaging way, both by translated extracts from Greek authors and by photographs, maps, and plans, which on nearly every double page.

One of this book will not only give a sense of the Greek world, but also give a sense of the Greek world. The text is illustrated in an engaging way, both by translated extracts from Greek authors and by photographs, maps, and plans, which on nearly every double page.

Problems of today

Contemporary Files 2: The World. By W. P. Rae and N. Coutts. Heinemann £2.95. 435 46701 8.

Twentieth Century Times. World History since 1900. By B. Elliott. Hutchinson £2.50. 09 58861 8.

International Relations. By Peter Fotheringham. Blackie £1.75. 216 50820 5.

Europe in the Twentieth Century. By R. N. Stromberg. Prentice-Hall £9.95. 13 291906 0.

Stromberg's book will be a useful addition to the school library. It is expensive but does contain valuable sections on the culture and thought of the 1920s and the crisis of the 1930s. Peter Fotheringham's short guide to international relations 1945-1980 is a slim guide. The language level is complex and the layout traditional, but a useful introduction to the topic for a basic text.

B. J. Elliott's book, *Twentieth Century Times*, is a brave attempt to combine guide and information under one cover. Seven European Allies are dealt with from A to Z, from the Yom Kippur War, 1973. Each topic has a two page spread consisting of brief information, a simplified document, and a page or map followed by a series of questions. It would be helpful for students to have some guidance as to the sources from which further detail can be gathered. The questions contained in the assignment

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resources

At home with music and microcircuitry

This year The National Festival of Music for Youth which began yesterday has a new class for electronic keyboards. ANDREW PEGGIE takes a look at the many instruments available

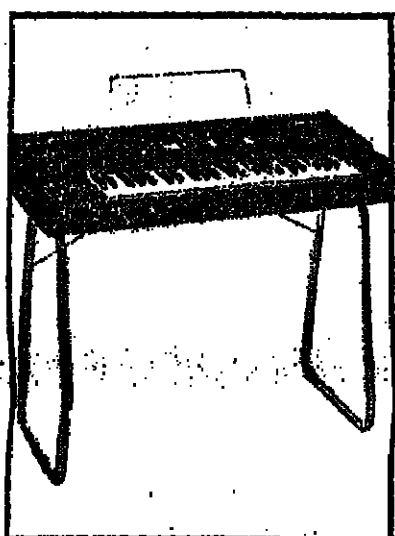
Like videorecorders and desktop computers, electronic keyboards have virtually become household products. Organ, in particular, appears to be filling (or is it recreating) the role of the parlour piano at the turn of the century, and with the distinction between organ and synthesizer becoming increasingly blurred, the average family might soon find itself with a musical instrument of which few teachers could claim a working knowledge.

As microcircuitry has become cheaper and more sophisticated, so the market has opened up, and brand names have become correspondingly thick on the ground. Organists alone have a current choice of more than 40 brand names, while pianos and synthesizers, plus the various hybrids, will account for as many again. But while variety has apparently increased, conventional sorts have evolved governing the various functions and sounds, available, so that the factors governing choice of model are much the same as those applying to buying a car. In educational terms they may include robustness, versatility, logic of operation, price and tone quality.

Electronic keyboards are not inordinately expensive compared with other classroom and students' orchestral instruments, and the right model could offer a great deal in terms of classroom use. Two hundred pounds is an absolute minimum, however, while the bulk of the cheaper instruments are priced around £400-£700. Few companies (see below for exceptions) have designed and marketed specifically "educational" instruments, but this is probably a blessing in disguise since the design criteria for professional use have to be very stringent—touring conditions probably subject a machine to far more, mis-handling than it would get in the classroom.

Organs
At the cheapest end of the organ scale come the electrically driven organs. Although not much more than melodicas with electric

blowers (and strictly speaking not electronic instruments), they do cost less than £200, and they do fulfil the need for a chordal sustaining instrument in the classroom. It is hardly possible to alter the volume, yet alone timbre, although the more sophisticated versions incorporate a selection of chord buttons.



The Farfisa "Bravo" beginner's organ.

The one-manual, all-purpose electronic organ such as the Phil-icord (testing now over £400 when available) is one of a dying breed, as manufacturers appear to be concentrating on more commercial two-manual instruments. These are gimmicky, which is understandable since they are the direct descendants of the nearly defunct cinema organs—designed as one-man-bands for club, pub or parlour.

Yamaha's cheapest model, the A-55 (£612), has two staggered three octave manuals, one octave of pedals, continuously variable tone level, labelled flute, trombone, horn, clarinet, oboe, string, cello and bass, preset selectors for piano, harpsichord, vibrato, vibrato and sustain effects, an auto-rhythm section containing some 12 common patterns and an "ABC Fun Block" generating fully automated chords and rhythms for the one-finger player—cinema, fair-ground, barrel organ and piano in one box. Yamaha has an increasing reputation for the quality of its electronics, a fact which is probably reflected in the relatively high price of their cheapest instruments.

Makers such as Gerni, Holmer, Porfisa, Baldwin and Wurliitzer all produce cheaper models with similar specifications, but for under £300 one will not get more than a very basic selection of presets (flute, strings, brass), an inevitable chord-playing facility and rather unsubtle tremolo or vibrato effects. Single manual instruments often have a split keyboard arrangement whereby each half has its own separate preset selection, the lower pertaining to accompaniment and the upper to melody. (Electronic organs are definitely not designed for contrapuntal music.)

Combo organs

If the "domestic" organ has any practical disadvantages, they are lack of robustness and portability (at least in terms of classroom or

The Yamaha mono-phonc synthesizer 'CSS'.

music centre); on the positive side, however, its amplification is completely self-contained.

If these former qualities are important and if alternative amplification is available, then it might be worth considering the small professional organs designed for touring bands and often based on the original Hammond B-3 sound. Known in the trade as combo organs, their solid-state compactness still uses the Hammond drawbar method of building tone colours. The Korg CX-3 has a single manual of five octaves, nine drawbars (16', 8', 5', 4', 2', 1 3/5', 1'), plus percussions effects (not a rhythm box), rotary speaker effect (imitating the Leslie cabinet) and three presets.

The Roland VK-1 has a similar specification and retails at £650. Both models are extremely portable, weighing little more than 10kg; they can be played on a table top, Yamaha making a range of five octave organs, from the two manual VC-45D (five octaves, optional pedals, 29 tone levers and 15 variable presets) down to the VC-10 (four octaves, single manual, seven tone levers, two variable presets).

Synthesizers

Roland and Korg are familiar names in the synthesizer market, and together with ARP, EMS, Moog, Oberheim (expensive machines only) and the ubiquitous Yamaha they constitute the main manufacturing groups in this field. Synthesizer producers, especially in the USA, have always had half an eye on the educational market; with several cheaper (and usually nastier) versions of more sophisticated models. The British made EMS Synthi E (£672) is one such. A reconstituted version of the AKS and VCS3, its musical capability is minimal, but it would not be out of place in the physics lab as a teaching instrument.

The AKS and VCS3 (now priced well over £1,000 each) have since been superseded in terms of accuracy and stability, but they still have a role to play in the field of non-tonal music which other makers have abandoned as presumably non-commercial.

The Wasp (Electronic Dream Plant Limited) is very basic indeed: with a fixed sequence of voltage control functions it is immediately playable but far less versatile. It has a touch sensitive keyboard (no moving parts), can be battery powered and is extremely durable. Most attractive, no doubt, is the educational discount price of £147 plus VAT, compared to a retail price of around £224. Its big advantage is that as a performing instrument it makes a dreadful noise.

There are a number of other good models available between £200 and £500, all with at least three-octave moving keyboards and varying degrees of stable tuning, but all extremely good compared to early models. In this range of prices only monophonic machines are available, that is, the keyboard functions only one key at a time. Polyphonic synthesizers with chordal capabilities are rarely priced below £700 and are usually just more sophisticated versions of their monophonic counterparts.

Worth serious consideration are the ARP Axle (around £500), Korg

MS10 (ca. £200) and MS20 (ca. £400), the Micro Moog (ca. £550) and Moog Prodigy (ca. £290), the Orgave Kitten (ca. £500), the Roland SH2 (ca. £550) and the Yamaha CS5 (ca. £275), CS10 (ca. £375), and CS15 (ca. £475). All of these are built on the same principle of the equal temperament keyboard as the playing "interface", and they differ only in detail and layout. The sequence: oscillator-filter-amplifier-envelope generator-output tends to be fixed except in the Korg MS range where a certain amount of reordering via "patch" cords is possible.

Korg, EMS and Roland in particular market a range of ancillaries including sequencers, pitch-voltage converters, graphic equalizers, etc, but equipment of different makes is rarely compatible due to the pitch to voltage control range. One volt per octave is common, but Moog operate on 8 volts/octave and Korg sensibly has alternative ranges of 1 volt/octave and 5 volts/octave. Currently, the Japanese companies such as Korg and Yamaha probably have the edge when it comes to price (those quoted can vary downwards considerably, thanks to weak yen), pitch stability and subtleties of tone. Korg supply particularly good instructional literature and are currently backed by an efficient servicing and supply network through Rose, Morris & Co. Ltd.

More expensive models extend their facilities in various ways. The polyphonic keyboard has already been mentioned: for about £1,400 the Yamaha CS50 will play four notes at one time; an eight-note chord in the Oberheim OBX will cost about £4,000, although unfingered players can get more notes from the Korg ES50 Lambda for only £1,000.

Other "extras" include preset

buttons for electronic organ textures, memory presets, allowing previously compiled sound to be instantly recalled, velocity or pressure-sensitive keyboards which will generate pre-programmed timbre changes from piano to technique and true portamento glissando effects operating on the entire chord.

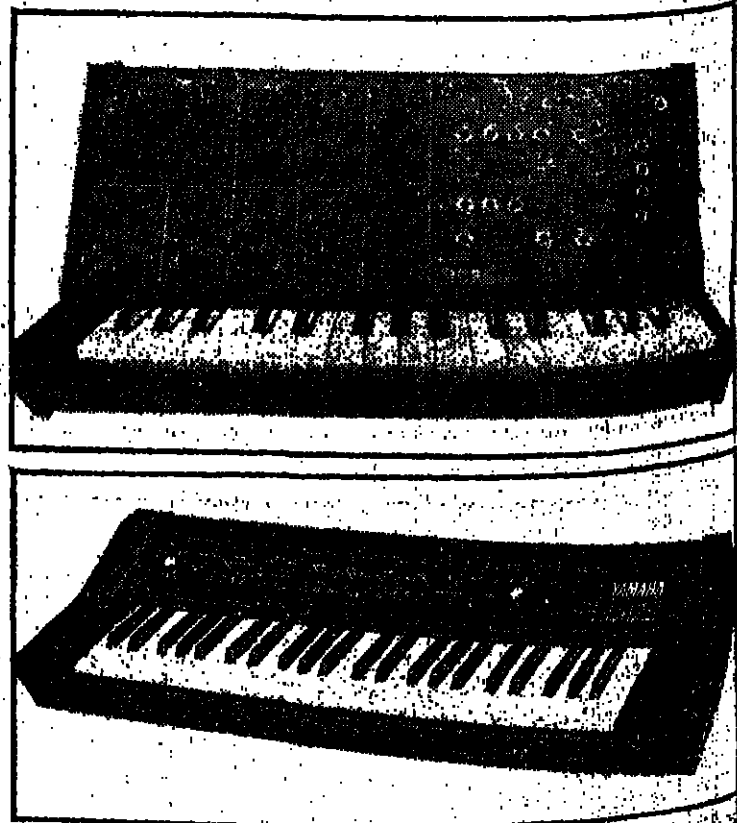
Preset-synthesizers

It will be clear that the functions of organ, electric piano and synthesizer are conveniently combined in the more expensive models; ever there are a number of cheap quasi-synthesizers which have polyphonic keyboards and preset buttons. These are really organs with overall filtering, envelope and amplitude controls. Such as the ARP Quadra (£650), with brass, strings, organ, piano presets), the Crumar 2 (£400), the Korg M500 SP (£300), the Elka Rhapsody (£400) and the Casiorone 201 (£300).

In appearance it is nothing more than a four-octave keyboard, 83cm X 24cm X 8cm which fits into a Fender-type guitar case. It is an eight voice polyphonic keyboard with 29 preset functions linked to a four bank memory. It has a small internal speaker, a phone socket, a sustain pedal and external phono sockets (not just as in most other equipment of this type) which, while unpopular with professionals, would solve any amplification problems in the classroom as it could easily be plugged into a record deck amplifier.

White keys of the keyboard and function as the preset selectors; a simple "play-stop" switch allows any four presets to be "recorded".

continued on page 25



Above, the Korg MS10 synthesizer; below, the Yamaha SK10 electronic keyboard.

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Canada

Ten systems follow differing paths

Canadian education shares many problems of the western world—falling rolls, spending cuts and a growing demand for adult learning—and has some of its own. The country has to cope with a fragile sense of national identity, the demands of bilingualism and vast distances. But since each of the 10 provinces runs its own education system, priorities and actions vary enormously. Patricia Rowan reports.

Buoyant west free from cuts

When the Organization for Economic Cooperation and Development sent in its examiners to assess Canadian educational policies and practices five years ago, they began their report with a proviso that must be echoed by anyone who travels in search of Canadian education. "It is not possible to understand Canadian educational policy, or to do it justice", they wrote, "unless more emphasis than usual is placed on the 'specific geographical, historical, cultural and political conditions governing' that policy. It is the geographical factors which are the most overwhelming. Canada is a country of enormous size and diversity, a diversity which extends both to its physical character and the regional characteristics of its people."

It is the second largest country in the world, with a population of 23 million, giving it a population density of only two inhabitants to the square kilometre, compared with the United Kingdom's 229, a world average of 30. Since most of these people are concentrated in the big towns strung out along a comparatively narrow strip—near the border with the United States—from Victoria and Vancouver in the west, through Edmonton and Winnipeg to Toronto and Montreal in the east, much of that vast country, to the north, inaccessable, snow-bound, perhaps above all, wilderness, is very sparsely populated indeed.

It is so far from the east to the west coast that there is a time difference of five and a half hours. To this, the topographical and climatic conditions and the consequent difficulties of communication, the fact that it is often said that Canada is a country of two nations, the English-speaking and the French-speaking, adds to the complexity of the task of the federal government to bring close links

with their neighbours in the United States than with each other. Some Canadians in the west even aver that, flying over the Pole, it is as easy to keep in touch with Britain as with their compatriots in the East.

One of the many shocks for the first-time visitor is to realize how far Canada is a collection of provinces rather than a national entity; and that it is quite impossible to get a clear picture of the national scene from any one big town in one province.

The Canadians themselves are deeply conscious of how elusive the Canadian identity is. Not only are they subject to the influence of the United States through the geographical proximity, and the sound effect this has had on both economic and cultural life, but also to the historical legacy of the early British and French settlers, which remains inextricably entwined, in daily life, institutions and politics.

To the outside visitor, sorting out impressions—and educational systems—of the different provinces is very much a matter of first deciding whether it is the American, British or French influence (or permutation of any two) which is dominant. Canadians become so concerned about this that a vigorous movement to promote Canadian nationalism has swept the country in the last decade and, since the publication of the report of a Commission on Canadian Studies in 1975, To know oneself, the school curriculum has begun its main outlet. In particular, they have been concerned to demonstrate their independence from the States.

To make Canadian studies a part of the core curriculum, however, is a very long way from giving Canada one educational system. It has 10. Each provincial government has its own department of education, with its own jurisdiction. There is no department of education which can be said with confidence to apply to all 10 provinces. For reasons both historic and political, there is no separate federal department of education in Ottawa; at all, even for coordinating purposes. There are a handful of national educational

responsibilities which are picked up, largely on a backstop basis, in the federal capital, in the office of the Secretary of State.

By tacit agreement, federal educational policies can be implemented to the extent that this can be done by pumping in money, but only so long as the federal government keeps a very low profile. One of the most notable, and politically sensitive, areas where this has been done in recent years is through the programmes to promote bilingualism (see table page 26). It is largely sheer weight of numbers which allows the Eastern provinces of Ontario and Quebec to make the running in politics and influence. In education, their matters because Toronto, as capital of Ontario which has the largest school population, is the natural centre for the school textbook publishers and the only worthwhile market (see also Susan Walker, page 31). Ontario's decisions about curriculum and textbooks are therefore reflected more than the other provinces would like in their own policies.

As far as there is any coordination of the educational policies of the 10 provincial governments, this is done through the Council of Ministers of Education. From cautious beginnings in 1967 this has moved towards regular meetings with a small secretariat (based in Toronto rather than Ottawa with its federal taint) and now publishes jointly information on the curriculum (see page 30) which may eventually help towards a policy on a common core.

The reason for the jealousy guarded provincial autonomy in educational policy and content goes back to the constitution, which is laid down by the British North America Act (1867). Section 93 says "in and for each Province the Legislature may exclusively make laws in relation to education" and there are further guarantees of the rights of religious groups to denominational and separate schools.

to be supported from public funds and administered separately from non-denominational schools.

At the time the Confederation grew out of the former colonies in 1867, the four founding provinces were Ontario, Quebec, Nova Scotia and New Brunswick. Manitoba, British Columbia and Prince Edward Island joined them in the 1870s, Saskatchewan and Alberta in 1905, and Newfoundland in 1949.

There are of course wide differences in their size and populations (see table page 26). It is largely sheer weight of numbers which allows the Eastern provinces of Ontario and Quebec to make the running in politics and influence. In education, their matters because Toronto, as capital of Ontario which has the largest school population, is the natural centre for the school textbook publishers and the only worthwhile market (see also Susan Walker, page 31). Ontario's decisions about curriculum and textbooks are therefore reflected more than the other provinces would like in their own policies.

This is no longer true in Alberta, which has ploughed some of its bushing all profits into its own school text books, but both here and in British Columbia where the natural and human resources are also rich and growing, there is resentment at the dominance of the East. There is even talk in the west that their schools would make them much better able, as well as more willing, to secede from Canada and go it alone than separatist Quebec ever could.

It does not look as if that idea's time has quite come yet. Nevertheless, it gives quite a different feel to the education debate in the west when all plans are not dominated by talk of the economy, cuts and what they call declining enrolment over there. In Alberta and British Columbia, young, skilled immigrants are still arriving in search of fortunes. In Ontario, Quebec and the

maritime provinces, the symptoms of the western disease are only too familiar, though nowhere near as extreme as in Britain.

The maritimes—New Brunswick, Newfoundland, Nova Scotia, and Prince Edward Island—are all small and accustomed either to take their lead from elsewhere, or to plan together, as they do with higher and special education. The priorities, Manitoba and Saskatchewan, may also make common cause with Alberta from time to time.

Quebec is of course the loner, with its roots deep in the history of the French settlers. Throughout Canada, roughly 60 per cent of the population have English as their mother tongue and 27 per cent have French, but in Quebec 90 per cent are French-speaking.

There are also significant concentrations of French speakers elsewhere, particularly in New Brunswick, Ontario and Alberta, but that is not the end of Canada's cultural and linguistic variety. Many immigrants have poured over the years, notably German, Ukrainian, Italian and Chinese, but also from many other parts of the world and, more recently, from Vietnam and Cambodia.

Canada has been officially a bilingual nation since 1969. The most obvious consequence of this has shown in the length, weight and size of every bilingual official document and every public notice, announcement and menu. The consequences for educational policy of both the Official Languages Act and Quebec's still more controversial Bill 101—which lays down that anyone whose parents did not attend an English language school in Quebec must be taught in French—is discussed in another article (page 32).

What can be said here is that the organization of Canada's education

continued on page 26



Living and going to school in Canada can mean a very different experience depending on which of the 10 provinces a child grows up in (top left). Quebec's Minister of Education, M. Jacques-Yvan Morin (top right) is deeply involved with French immersion teaching schemes (page 32). Montreal University (bottom), like all Canadian universities, is seeing a rise in student numbers (page 27).

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A lack of central direction leads to fears of backlash against progress

continued from page 25

still reflects quite strongly the mixed cultural, linguistic and religious influences of the early settlers and the education they provided for their own children, and the rights preserved under the 1867 BNA Act. The school boards which grew out of those local groups and their aspirations can be compared roughly to our own local education authorities, with the significant difference that they are directly elected (though not all provinces elect all members).

This forms an extra tier of local government which can be a stepping stone into political life for active members of parent organizations and sometimes for teachers too. Though elections are often apathetic, when a burning educational issue does arise it is quite possible for an election to be won or lost on it, which makes for satisfyingly swift redress.

On the other hand, school board trustees, like our own school governors, are often thought to be too bogged down in such housekeeping items as leaking roofs, bussing, and the book on the door of the fire escape, to give enough attention to educational policies.

This may be something to do with size since the school boards can vary widely in strength and responsibility. In a sparsely populated area of Nova Scotia, for example, a board may administer only one school and employ seven teachers, while the city of Toronto runs the largest Protestant board in the country with around 100,000 children. It is in many ways comparable with LEA—inner city problems, left-wing political control, progressive policies. It is a contrast reported in many places, though the trend now is towards amalgamation of many of the smaller boards. In Quebec, control is fragmented through the division between French and English-speaking boards, as well as Catholic and Protestant. It is the French Catholic boards which dominate.

It is the provincial government, through its ministry of education, which lays down educational policy and guidelines, develops curriculum and probably pays about two-thirds of the costs; it is usually the board which employs the teachers (though this is gradually changing) and delivers the services. It may even be up to the board to negotiate on teachers' pay, though this is increasingly being taken over by the provincial governments, or decided what extras it wants to provide in the school room in the way of equipment or books outside the provincial list (or on it), something which again makes what happens in the schools very responsive to local opinion (to quote an example from Victoria, British Columbia, temperate haven of the retired educator: "what do they need all these television sets in the classroom for?"). Most school boards employ superintendents, the equivalent of chief education officers.

Whatever the individuality and idiosyncrasies of school boards, however, the pattern of schooling which they operate across Canada is reasonably homogenous and the outcomes must be similar, since it is a well established custom for students to attend a university

somewhere other than their home province. The usual pattern is to have one year of kindergarten at the age of five, then for elementary school to run from grade one to six or eight, followed by secondary schooling (which may be broken up into junior and senior high) from grades seven or nine to 11, 12 or 13. Public education is coeducational, non-selective and free, and attendance is compulsory from the age of six to seven to 15 or 16, which is usually grades one to 10.

It is rare for education departments to have anything to do with the under-fives, who many provinces prefer to leave strictly in the jurisdiction of the social services departments and day care. A notable exception is Alberta, where an exceptionally well developed programme of early childhood services for children between three and a half and four and a half is run by the education department, in collaboration with health, social development and other departments, and remarkable because it recognizes the importance of home influ-

ence, whatever the official leaving age, it is the normal expectation in all the provinces that pupils will stay on until the age of 18. This may also help to explain why Canada has one of the highest rates of participation in post-secondary education in the world.

There are some separate vocational schools at secondary level, but it is a more common pattern in several provinces to have professional, or vocational, departments alongside the more academic streams in the comprehensives (or polytechnics in Quebec) from the age of 14.

The idea of this in the 1960s was to produce the skilled technicians that Canada was having to import from all over the world. Though generously equipped by British standards to teach a variety of trades, the professional schools have still not, by all accounts, produced the skills looked for, though many teachers in them believe they have prevented a higher rate of drop-out. The OECD report observed that they tended to be used

examination system; discipline and standards, many critics and parents were quick to point out, soon began to drop.

At the time the OECD examination reported four years ago, they commended warmly the extent and vigour of educational expansion in Canada, and remarked on the lack of politicization of the educational debate. But they did believe that there was a lack of focus in policymaking, which had to be attributed partly to the total absence of direction from the centre.

A specifically Canadian identity is not likely to arise simply out of a wish to be different from the United States", they commented. "They need to give Canadian answers to Canadian problems." The difficulty is that the provinces are much more concerned with provincial identity and that the BNA Act tends to be used as an excuse for lack of federal action, just a local education authority autonomy is quoted by the UK Department of Education and Science as a reason for inaction.



ences. The philosophy behind this was:

EARLY CHILDHOOD SERVICES recognizing family as primary influence on the child, strengthening self-worth of the child and family, providing preventive and developmental programs based on the priorities: 1. handicapped; 2. disadvantaged; 3. mainstream children.

Elsewhere, there are enthusiastically organized networks of parents' pre-school cooperatives, who run play groups in church halls and empty school rooms which they lavishly equip themselves, and where they insist on properly qualified superintendents and some training for the mothers.

One of the most impressive aspects of Canadian schooling is

as a dumping ground for the less academic.

One other change in the pattern of schooling of interest is Quebec's approach to something like our tertiary colleges and *Colleges d'Enseignement Général et Professionnel (CEGEP)*. They follow on from 11 years of normal school, and lead in a two-year course to the university, or in three years to a professional qualification. They were established following the report of the Parent Commission, which helped to reshape public education in Quebec in the 1960s out of the narrow, restrictive curriculum imposed by private and church schools. The report expressed the conviction that "the traditional differentiation in the value of academic compared with vocational education would only be overcome when the two forms of study are kept together as far as possible, with students of both curricula housed under one roof, and educated in as integrated a manner as possible". Within a few years of the start of Quebec's CEGEPs, though not without much friction and criticism, 60 per cent of the relevant age-group were attending them.

Not just in Quebec but throughout Canada, education has gone through the most enormous growth and change since the early 1960s, and at the last count Canada spent 6.9 per cent of GNP on education, the third biggest spender in the world.

As elsewhere in the western world throughout that golden decade of education spending and expansion in the 1960s, in Canada it was a time for experiment, decentralization and expert development. Rigid curriculum guidelines were loosened up, and many provinces dropped their external

The OECD report dealt briskly with that sort of attitude: "With our political leadership and resource ability—and after all neither of these is forbidden under the BNA Act—Canada has a real chance of future educational development in Canada may be unavoidable."

That report as a whole made a deep impression on policymakers in Canada and is still quoted widely, perhaps with good reason since that last prediction is already coming true.

Whatever the differences and diversities in their provincial systems, right across Canada the backwash has indeed arrived. In several of the provinces standards have become a political issue and ministers of education have appeared directly to parents, over the heads of teachers and sometimes even officials, by means of questionnaire polls. Back come the answers: bring back the basics, tighten up discipline, less "creativity", more exams and testing.

What remains to be seen now is how far the work going on to produce guidelines for core curriculum that might be comparable across provinces, and better methods of evaluation, will help to avert a return to a rigid external examination system that most thinking circles are trying to avoid.

The OECD examiners, quoted *Affair in Wonderland*: "Would you tell me please which way the children go from here?" and the children's reply: "That depends a good deal on where you want to get to." Quite apart from the inevitable differences between any two policy-makers anywhere, there will still be 10 different answers to the question in Canada.

Canada's 52 universities seem to be pulling out of the bad period they went through in the late 1970s. The provincial governments were adding their funding increases well above the rate of inflation. The federal government was staying them of research funds, and enrolments were falling unexpectedly even though the college-age population was still growing.

Two years ago many university administrators feared that the fall in the proportion of young people applying to university might be permanent, and they issued dire warnings about what might happen after Canada's 18-24 age group peaked in 1982-83. (It is expected to fall by 22 per cent between then and 1990.) There was talk of thousands of academic lay-offs and the merger or closure of several universities.

But last year the tide turned, and the country's full-time student enrolment rose by 1.3 per cent to 723,000 in 1979-80 (part-time numbers jumped 5.4 per cent to 226,000). With applications running well ahead of a year ago, a bigger increase is expected in 1980-81.

While universities depend on the provinces for their "bread" and butter, they get their cake—research funds—directly from the federal government, and in particular from three granting councils, the Natural Sciences and Engineering Research



The 1,000-acre campus of the University of British Columbia sits on the tip of Point Grey on the outskirts of Vancouver.

Turning admissions tide pulls universities out of slump

Renewed enthusiasm for higher education has stopped talk of closures and staff lay-offs, but in spite of promises of increased funds money is still tight. Clive Cookson reports.

a 7.9 per cent increase in undergraduate application so far this year. No one has a convincing explanation for the renewed enthusiasm for higher education, though the Council of Ontario Universities says "the myth of the unemployed university graduate has faded in recent months". The universities are not gaining applicants at the expense of the community colleges, whose applications are 18 per cent up on last year.

The universities' financial position has not taken such a dramatic turn for the better, but here too there has been some improvement recently. At the time of writing, when the provinces had announced their increases in university operating grants for the coming year, and they are all in the 7 to 10 per cent range. That does not quite match inflation, but in most cases it comes closer than the increases in 1978 and 1979. And universities have generally given their academic and non-academic staff pay rises significantly below 10 per cent this year, so the operating grants may in fact match the increase in their expenses.

All universities in Canada receive their basic support from the provincial government. The country has no private or independent universities in the American sense. Although some of the oldest and best known institutions, like McGill University, have built up considerable endowments, they only generate a small fraction of the total income.

Tuition fees are heavily subsidized—they are still well below \$1,000 a year for undergraduates in most provinces—and they account for less than 10 per cent of all university income. Unlike public universities in the United States, which charge out-of-state students much higher fees than State residents, Canadian universities have a uniform scale for all Canadian citizens (though, within the past two or three years, most provinces have introduced higher fees for foreign students). It is quite common—even traditional for Canadians to study in a different part of the country.

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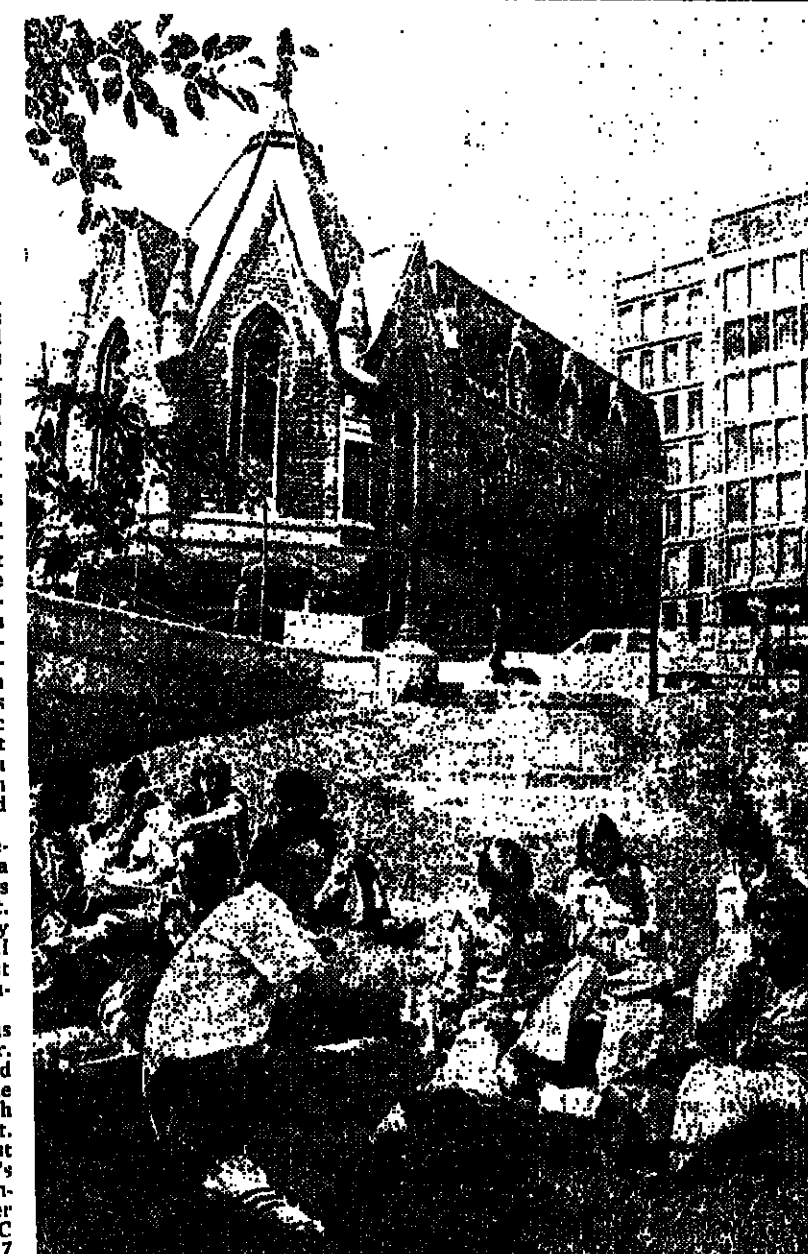
Council (NSERC), Medical Research Council (MRC) and Social Sciences and Humanities Research Council (SSHRC). The Canadian system is therefore like Britain's "dual support system" with the provinces taking the role played in Britain by the University Grants Committee.

Unfortunately, the Federal Research grants slipped much further behind inflation during the 1970s than the provincial operating grants. Altogether, Ottawa's support for university research fell by almost one third in real terms over the decade. Last October the Association of Universities and Colleges of Canada (AUCC) sent the government a "grave and urgent warning" about the rapid deterioration of universities' laboratory facilities and the demoralization of academic researchers. The AUCC said that unless corrective action was taken very soon Canada would face an acute shortage of scientists and engineers by the mid-1980s.

The decline in university research was symptomatic of a general decline in the country's research and development effort. By 1979 Canada was devoting only 0.5 per cent of its Gross National Product to R and D—the lowest proportion of any major industrialized nation.

But, here too, the outlook has recently become much brighter. Both major political parties talked for three or four years about the need to boost Canada's research effort, without doing much about it. Then at long last, in November last year, a month after the AUCC's warning, the Conservative Government announced a dramatic 35 per cent budget increase for the NSERC in 1980-81; the MRC was given 17 per cent more and the SSHRC 16 per cent.

The Conservatives lost power in February's general election before they could implement the increases. But the new Liberal government has agreed to stick with them. Mr John Roberts, the Science and Technology Minister, says the national target is to devote 1.5 per cent of GNP to research and development by the mid-1980s. Most of the required growth will have to come from industrial research and development, but Mr Roberts says "universities have an extremely important part to play in bringing our research up to this new level".



Students at McGill University: bread and butter from the province, cake from the federal government.



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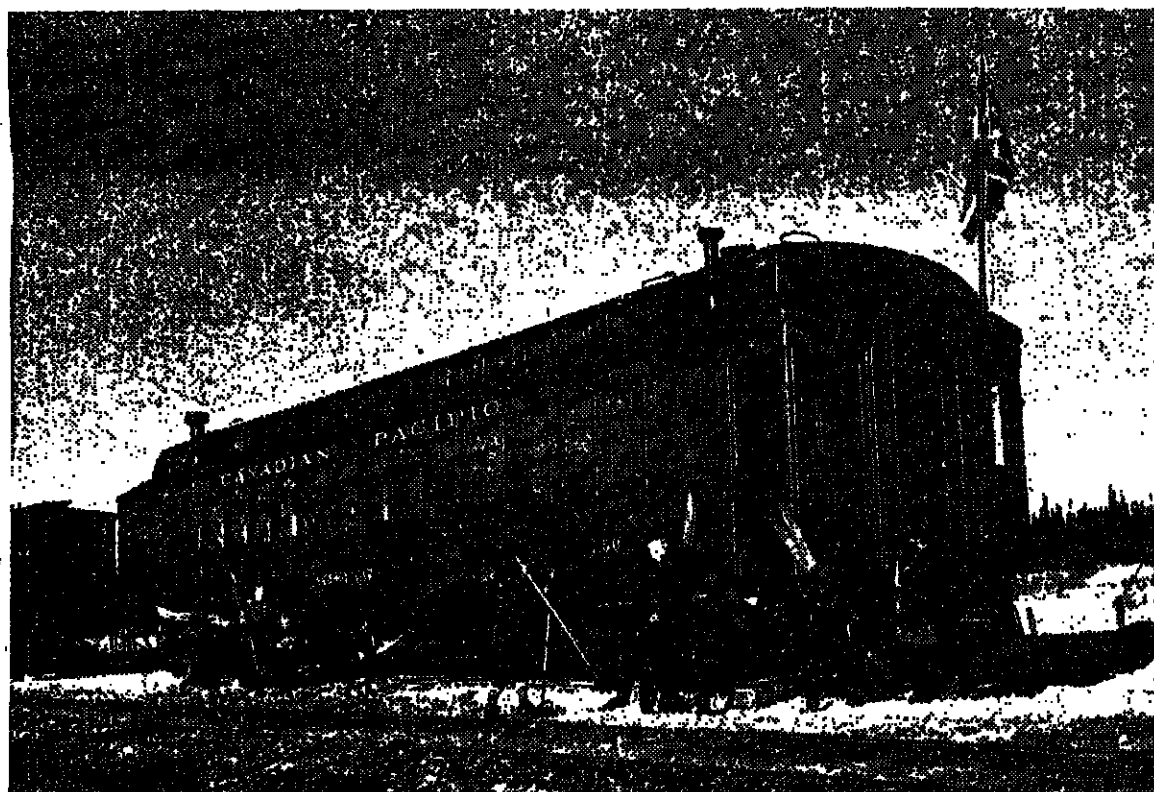
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Distance learning systems are a vital way of meeting educational needs in the world's second largest country. Michael Pengelly looks at the newest, most far-reaching of these

Overcoming distant horizons



Pupils arrive on skis for lessons in a mobile train classroom in the 1950s. Canada's vast distances have always been a headache for educators.

the institute's courses. Similarly it is expected to be some time before either radio or television programmes become a part of the institute's teaching package.

Course development began in March 1979. The first seven courses, some of which were modifications of courses developed by other institutions, were offered to a small pilot group of students in September 1979. At the beginning of 1980 the institute offered a much larger range of courses to its first student entry.

On January 1, programmes started with 2,400 students enrolled on 38 different courses, about half of them in the university degree programme. Of the rest, 700 were engaged in one or other of the nine adult basic education programmes, which are designed as a secondary completion programme for those who dropped out of school at the age of 16 or 17. They cover English, maths, science and social studies, with options added at the slightly more advanced stage. This adult basic education can act as a preparation for later courses. There were also 800 students taking part in the 10 career, technical and vocational programmes.

The first semester ended with about half of the students who started it gaining a credit, the completion rate being highest on the university course at 54 per cent, and slightly below 50 per cent on the other two programmes. This is about what you would expect in distance learning, when compared with other systems around the world or the Open University's initial registration stage (though not as good as the OLI's final registration figures) and is pretty creditable for a first semester.

So far, the courses have been well received for their academic quality, though there are some of the inevitable complaints about the administration. The second semester has now started with 1,500 students, but it was not anticipated that they would be high in summer and 5,000 are expected to enrol for the autumn.

The OLI is particularly ambitious compared with other distance learning systems in providing courses at three different levels, but experience to date seems to justify its creation. It has demonstrated that it can deliver the courses effectively, and shown the success of its initial planning.

The staff of the Open Learning Institute have taken up the unique challenge presented by its creation.

The planners developed the academic and organizational characteristics of the Open Learning Institute's programmes by very careful consideration of the expected needs of the Institute's potential clientele. The nature of these needs was found to severely limit the alternatives open to the OLI and led to a decision to base the programme upon semester length discipline based courses. In this way the Institute's programmes parallel those offered by the existing institutes, colleges and universities and thus give students the maximum of flexibility in transferring credit and in moving between institutions.

The decision to base the Institute's programme on semester length discipline based courses has greatly influenced the choice of a course development procedure for the OLI. Since most courses are such that they can be "written" by one academic, the course production mechanism is that of a course writer supported by instructional designers, visual designers, editors, etc. All courses are reviewed by external consultants to ensure high standards of content and design. The planners believe that this type of course development mechanism will give the Institute great flexibility and great efficiency.

Similar careful consideration was given to the development of a delivery system that, given the circumstances pertaining in British Columbia, would provide the student with the academic and other support necessary to facilitate successful completion of their studies. The planners concluded that high quality printed and audio materials, delivered to the students home by mail, and supported by correspondence tutorials and regular contact with a tutor by telephone was the only basis for an educationally effective instructional system given the context in which it is to operate. While in the future it may be possible to introduce an element of face-to-face contact with a tutor, it is not envisaged that group tutorials or weekend schools will play a part in the delivery of

distance education to derive an educational system suited to the needs of British Columbia. The needs of British Columbia are unique, but it has been developed to provide a significant development in educational opportunity for those in the province for too long and been neglected. The model of distance education being pioneered at the Institute may serve to guide the development of distance teaching projects in other relatively wealthy, non-industrialized and sparsely populated regions of the world.

Professor Michael Pengelly is Dean of the Faculty of Mathematics at the Open University. He has visited British Columbia twice in the past year, and has advised on distance learning systems in other Canadian provinces.

The Open Learning Institute in British Columbia is one of the newest, and certainly the most far-reaching distance education project in Canada. The institute was formally created on June 1, 1978, through the passing of an Order in Council, by the Provincial Cabinet.

This Order contained a Statement of Mission for the new institution which asserted that "... The Open Learning Institute, being a Provincial Institute, shall perform the following functions:

(a) provide programmes of study leading to a first degree in arts and science;

(b) provide programmes of study in career, technical and vocational areas;

(c) provide programmes of study in adult basic education.

In an address to a meeting of British Columbia Continuing Education Administrators, shortly before the formal creation of the Open Learning Institute, the then Minister of Education of British Columbia, Mr. P. L. McGree, stated: "The existing educational institutions cannot, however meet all the needs for (adult education) which still exist... nor can they meet, on a cost effective basis, the needs of individuals who live in remote, sparsely settled regions. Such needs can only be met effectively on a coordinated province wide basis. We need to find a way to mobilize the educational resources, and experience of our province, and to tap those of other lands to bring to all our citizens educational and training opportunities which are at least equal to those provided in our large cities. We believe that the Open Learning Institute, which in its offerings will span the pedagogical range from basic vocational and up-grading courses to senior academic studies, is the vehicle which will complete our policy of decentralizing post-secondary educational and training opportunities in British Columbia."

The task facing the staff assigned to the new institute was to plan a system of distance education which would:

● meet the very broad statement of mission laid down for the Institute;

● match the expectations of the politicians and educators concerned with extending educational and training opportunities in the province;

● take account of the geographic, demographic, educational and communications situation in the province;

● lead to the production and presentation of high quality courses;

● avoid competition and wasteful duplication by collaboration with and co-operation in existing educational programmes.

A brief review of some of these problems will show the scale of the challenge facing the staff of the Institute in its first year of operation.

British Columbia is the Westernmost of Canada's 10 provinces. It has an area about four times larger

than the United Kingdom and a population of just about two and a half million so that its population density is roughly one hundredth of that of the United Kingdom. British Columbia's population can be characterized as being sparse, ageing and mobile. The population is concentrated in a few major centres, over half of it is located in Greater Vancouver (one million one hundred thousand) and Greater Victoria (a quarter million) and, only three other centres have populations of more than 50,000 people, while the northern half of the province, an area twice the size of the United Kingdom, has a population of only 50,000.

The population overall is ageing with the 25 to 40-year-old age group, the traditional market for adult education, having the fastest growth. The third important demographic characteristic of the population is its mobility. The latest migration figures available (1977) show that in that year almost 30 per cent of the provincial population aged over 15 reported a change in their city of residence over the previous five years. A further 6 per cent were new immigrants from outside Canada.

The province's electronic communications, with the exception of the telephone system, have not so far been networked throughout the province. Thus, for example, even although about 95 per cent of the homes in the province can receive radio broadcasts, these are by means of small, privately owned and independent radio stations. In the case of television, the Canadian Broadcasting Corporation provides almost 100 per cent coverage, but educational institutions cannot currently gain significant access to this network and the 80 per cent coverage of the private companies is achieved through a multitude of small stations and cable television companies. In the future the development of satellite based electronic communications may transform this picture, but to initiate operations the Institute had to plan on telephone and the postal services as the only province-wide networks.

British Columbia is relatively well served by conventional post access to educational institutions. At the present time there are three universities, 14 community colleges and five provincial institutes (excluding the Open Learning Institute).

The community colleges offer a wide range of programmes in adult basic education, career-vocational areas and two year university transfer courses (the first half of a full degree programme). They are organized on a regional basis and meet as far as possible the educational needs of their region. The provincial institutes in contrast have a province wide mandate but

Much of the province is a rugged area of mountains, forests and sea. The province is traversed north-south by five high mountain ranges, many peaks over 10,000 feet. The coastline has many deep fjords that run far inland. Only a small part of the land is suitable for arable production and over 50 per cent of the land area in the province is classified as forest. The coastal region has a temperate maritime climate but the interior has an extreme continental climate. These geographical factors combine to make travel difficult and unpredictable for much of the year, in many parts of the province, with many communities accessible only by logging road, plane or boat. Furthermore, the sparseness and uneven distribution of the population means that distances between centres of population are considerable.

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The community colleges offer a wide range of programmes in adult basic education, career-vocational areas and two year university transfer courses (the first half of a full degree programme). They are organized on a regional basis and meet as far as possible the educational needs of their region. The provincial institutes in contrast have a province wide mandate but

a narrower programme. It is at these institutes that specialist career, technical and vocational programmes are located. Given the overlapping programmes of the institutions and the mobility of the province's population, it has been imperative for British Columbia to develop an effective system of inter-institutional credit transfer.

The planners developed the academic and organizational characteristics of the Open Learning Institute's programmes by very careful consideration of the expected needs of the Institute's potential clientele. The nature of these needs was found to severely limit the alternatives open to the OLI and led to a decision to base the programme upon semester length discipline based courses. In this way the Institute's programmes parallel those offered by the existing institutes, colleges and universities and thus give students the maximum of flexibility in transferring credit and in moving between institutions.

The decision to base the Institute's programme on semester length discipline based courses has greatly influenced the choice of a course development procedure for the OLI. Since most courses are such that they can be "written" by one academic, the course production mechanism is that of a course writer supported by instructional designers, visual designers, editors, etc. All courses are reviewed by external consultants to ensure high standards of content and design. The planners believe that this type of course development mechanism will give the Institute great flexibility and great efficiency.

Similar careful consideration was given to the development of a delivery system that, given the circumstances pertaining in British Columbia, would provide the student with the academic and other support necessary to facilitate successful completion of their studies. The planners concluded that high quality printed and audio materials, delivered to the students home by mail, and supported by correspondence tutorials and regular contact with a tutor by telephone was the only basis for an educationally effective instructional system given the context in which it is to operate. While in the future it may be possible to introduce an element of face-to-face contact with a tutor, it is not envisaged that group tutorials or weekend schools will play a part in the delivery of

distance education to derive an educational system suited to the needs of British Columbia. The needs of British Columbia are unique, but it has been developed to provide a significant development in educational opportunity for those in the province for too long and been neglected. The model of distance education being pioneered at the Institute may serve to guide the development of distance teaching projects in other relatively wealthy, non-industrialized and sparsely populated regions of the world.

Professor Michael Pengelly is Dean of the Faculty of Mathematics at the Open University. He has visited British Columbia twice in the past year, and has advised on distance learning systems in other Canadian provinces.

Community colleges reach out—with empty hands

Peter Clyne looks at some key issues facing the country's community colleges as they try to meet ever-growing needs of adult students with inadequate public funding and back-up systems

Community colleges are in what some Americans like to call a "do-or-die" situation as far as adult education is concerned.

They are expected to respond to and satisfy demands for basic and general education—providing up-grading and credit courses, and supplementary and recreational programmes—while at the same time adjusting to the tightening budgets and rigid funding systems of the provincial governments.

They are expected to cooperate closely with universities and boards of education, while recognizing that these same bodies are competitors for limited public funds, whether this is education in manpower, monies, industrial and recreational bursaries, or student loans.

The extra demands on the colleges arise from the recognition that many adults have not derived the full educational benefit from their high school years, and from the fact that such colleges can help ease the social and personal pressures now evident in western developed societies.

The competition for funds seems to arise largely from the lack of a clear definition of the varying roles of adult education of community colleges, universities and boards of education.

Over the past eight years I have visited a number of community colleges in Ontario and talked to many adult educators. People working in this field are now keenly awaiting the publication of a provincial government White Paper on community education and it seems to me they face a

number of crucial issues as they do so. Firstly, although community colleges seek to expand their work beyond their campuses, such efforts are not recognized for grant purposes. Colleges want to take educational opportunities to where the people are. They are ready and willing to develop programmes of outreach, going into isolated rural communities and deprived urban neighbourhoods. But there is no government recognition of the significance of such work, and plans suffer from a lack of adequate or appropriate funds.

The Ontario government has also failed to recognize provision for the 16-plus age group as a legitimate use of public education funds.

Community colleges are well equipped to provide programmes for unemployed and low-achieving school leavers. A number of special projects, funded from manpower sources and similar to the United Kingdom's Manpower Services Commission-supported schemes, are available, but tend to be aimed at the older teenager.

There is a great need for opportunities on a wider scale for younger people who have left school at 16 or who have dropped out of high school with low achievement levels.

The strength of much community college work lies in their preparation for employment programmes and their job-related programmes for adults.

Although boards of education are expanding their high school graduation programmes, it is simply evidence in Ontario to show that many

young adults prefer to leave the school environment to study in the more adult atmosphere of a community college.

The question arises in Ontario, as elsewhere in the western world, as to how far adult education programmes should be expected to serve the needs of casualties of the school system, and how much change should be introduced in schools to reduce the evidence of failure.

Many adults are at present prevented from joining community college programmes in Ontario because of lack of day care facilities for their children.

Students have to depend on the availability or otherwise of alternative forms of day care and a recent survey of existing and potential students in Ottawa concluded that the absence of such facilities was a significant deterrent to many women.

In addition, although the needs and demands for learning opportunities often arise from social and economic disadvantage, money for additional work in this area is often available only to social and welfare agencies, and not to purely educational establishments.

It is hoped that the forthcoming White Paper will introduce new opportunities and guidelines for community education, and for experiment and change within the community colleges.

To bring this about, greater priority will need to be given to the training of teachers of adults, many of whom have little understanding, or experience of community-based adult education. It is in this aspect of adult education, perhaps above all, that the contribution of the community colleges can be significant in the immediate future.

Peter Clyne is assistant education officer with the Inner London Education Authority. The views expressed in this article are personal ones and not necessarily the views of the authority.



Young adults tend to prefer the mature atmosphere of a college to the school classroom.

The role of the community colleges

Canada's 140 community colleges, which are roughly comparable to further education colleges in the United Kingdom, have nearly all been established in the past 15 years, because it was felt that the needs of high school leavers were not being met.

Open to old as well as young, they are designed to meet local demands and are built within easy distance of large population centres.

Based on the belief that all citizens are educable, they operate flexible admission policies and see themselves as an alternative to university at the post-secondary stage, although they do provide two-year university transfer programmes which require a secondary school graduation diploma for entrance.

Their main business, however, is to provide for full and part-time students a wide and flexible variety of vocational and technical training, education for para-professionals in community services, continuing adult education, and whatever is needed locally in the way of literacy programmes, basic and personal skills.

Because of the career and vocational orientation of their diplomas, community colleges have rapidly become established as a successful pathway to the world of work, so that their enrolment continued to increase at a time when it was declining in the universities.

Classroom technology fosters a sense of national identity but gives rise to legal battles. Don Sedgwick reports.

Resources go to court

Legal battles over satellite systems, videotape markets and pay television are just a few of the disputes in the audio-visual media, raging in Canada. Audio-visual technology in the country is flourishing, but legislation to regulate its use is just getting started.

As with textbooks, the Ontario government has the sole and exclusive right to produce, publish, distribute, and sell, or to authorize another person to do so, any educational material for use in the province's schools.

Many of the recent controversies in audio visual materials stem from ownership and copyright problems. For instance, there was a heated legal dispute last year about possible copyright infringements from the use of video recorders. Television networks felt that any taping of their shows was an infringement of their rights, and the courts have dismissed their claims.

There have also been legal disputes about filming works of art. Such actions may be infringements of reproduction rights. Illegal taping of records has also angered many record companies. This practice is widespread and school teachers are often guilty of this infringement.

Lastly, an enormous battle over the ownership of databases is looming. Some of these databases are used in the computer now being used in the schools. Fortunately, the products for school use are not shrouded in too much controversy.

The best-known film institution in Canada, the National Film Board, has recently produced an excellent legal dispute entitled *Margaret Lawrence: First Lady of Manawake*. Lawrence, like Margaret Atwood, is one of the growing number of Canadian women novelists who have acquired an international following.

In Canada, two of her novels—*The Stone Angel* and *The Dancers*—have been high school reading lists. In the NFB film she recalls her upbringing in the small town of Neepawa and talks about the inspirations for her fiction.

Teachers and students trying to deal with that pervasive topic—the Canadian identity—are getting a helping hand and a few laughs from a new NFB film entitled *What the Hell's Going on Up There?* It offers a bemused, American perspective on such contemporary issues as bilingualism, national unity, Canada's economic dependence on the United States, and confederation. Using animation and interviews with well-known Canadians, the film also gives a mini-history of Canada.

The fragile ecology and the marvels of nature are the themes in the NFB's "Same the Waters". A half-hour film available in either 16mm or videocassette, it documents 10 of Canada's most impressive national parks, from Pacific Rim in British Columbia to Gros Morne in Newfoundland, south to Kluge in the Yukon and south to Point Pelee in Ontario.

The National Museum of Man and the NFB have just released ten new volumes in the series "Canada's Visual History". The kits examine the social and economic history of Canada and are designed for the secondary and post-secondary levels.

The new titles include *Children and Schools in Nineteenth Century Canada* and *Cities in Crisis: The Great Depression*. Each unit contains 30 slides (both colour and black-and-white) and a reading list and a set of suggested projects.

Students of Shakespeare have been enjoying the new addition to the Canadian Records catalogue, Sir John Gielgud in his award-winning performance *Age of Man: Other*. Gielgud, the actor, is popular with younger students, and the C. S. Lewis's *Chronicles of Narnia* are also popular.

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Continued on page 31

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A Pines Company

Last year the Council of Ministers of Education, Canada, published the second edition of a *Student Transfer Guide to Secondary Education in Canada*, remarkable in both British and Canadian eyes in that it was not in some detail the curriculum guidelines of 10 Canadian provinces.

In Britain, where the current debate is about whether it is possible to have a desirable curriculum framework to be laid down by central or local government, the interest lies in seeing what sort of useful document could possibly be produced that would not alienate teachers and straitjacket the schools unacceptably.

To Canadians, accustomed to a system where the curriculum has by tradition been fairly rigidly imposed on teachers by school boards and provincial government, the main surprise is that provincial autonomy has been sufficiently overcome for some comparisons to be available about core curriculums—presumably with a view to even closer collaboration in the future.

The *Transfer Guide* is divided into two sections. In the first part each province gives a summary statement on its secondary education, setting out the pattern of school and curriculum organization, examination and grading practices, credit requirements for graduation, and time allocations ranging from percentages to hours and even minutes.

The second section gives the course comparison information and provides the real meat. In most cases it is summarized under the headings English, French, mathematics, science and social studies.

Some difference of approach is apparent. In English, for example, some provinces go for a goals and outcomes description, British Columbia: "1. Help students to listen effectively. 2. Help students to speak effectively. 3. Foster an interest in reading. 4. Develop in students a range of reading and study skills."

and on through encouraging "a critical examination of mass media," increasing "knowledge of literature past and present," particularly Canadian literature, to number 14.

Curriculum guidelines show similarities between provinces as authorities tighten the reins of control

"Encourage students to express themselves in a variety of genres". Quebec sums up the aims rather more briskly "increasing emphasis upon the student's ability to express himself clearly and cogently", and lists the choice of books for students going on to post-secondary studies: *Food for the Eagle*, *Bridges at Toko-Ri*, *Humlet*, *An Enemy of the People*, *Death of a Salesman*, *Crime and Punishment*, *Of Human Bondage*.

On maths and science, concepts and skills to be mastered at each stage are listed in some detail. For French most provinces list not just the titles of grammar and reading books used, but the levels covered in each year: e.g. Saskatchewan, Grade XI, *Le français international*, Revised edition, Book 5, Lessons 21 to 25, *Voix et images de France*, 1st Level, Lessons 22 to 28.

In most of the provinces, physical education and health, though often considered inadequate, are also compulsory subjects, and art and music are sometimes seen as expendable frills. In some places there are fears that history is dying out because of the options system; geometry is also in danger. Alternative courses may also be locally developed, but departmentally approved.

New Brunswick gives the percentages of total time recommended for designated subjects for credit requirements in the junior high school: 60 per cent first language, mathematics, social studies, science; 25 per cent second language, health and physical education, art, music, guidance; 15 per cent home economics, industrial arts. In the senior high school, the time allotted to most courses to earn one credit is approximately 50 minutes a day, five days a week or 140 hours for the entire year.

The accessible reason for publishing the guide is that the Canadians are an exceptionally mobile race—20

Comparing the cores

per cent of the population change schools every year—and many parents have expressed concern about transferring their children to a school where they would find themselves either behind or ahead, or somewhere quite different. It would have been impossible to publish if provincial guidelines did not already exist, and, perhaps more important, if there were not a growing feeling that some national thinking ought to be going on about what students are expected to learn.

The Council of Ministers of Education has to feel its way very slowly towards a national core curriculum because of entrenched views about provincial autonomy but it is already clear that many similarities have emerged in the guide to build on. If more cooperation results from this publication of genuine Canadian materials will become more practical.

In so far as there have been, and remain differences, these may reflect the British or French influences in a province, with Quebec running a tightly controlled timetable on the French model, and still using its own textbooks developed and published expensively in Quebec.

Until the 1960s, however, control was fairly stringent everywhere. During the years of expansion that started then, experiment, decentralization and curriculum development blossomed with the same growth of progressive thought as elsewhere in

North America and in Europe. Regular external provincial examinations were abandoned and school boards, and in turn teachers, took on more responsibility for what was happening in schools.

But the tide turned quickly in Canada and certainly before any of the provinces had given up the practice of issuing fairly prescriptive lists of approved textbooks for the school boards to choose from. Within the last few years, right across Canada the provinces have been pulling in the reins again and taking curriculum development back out of the hands of the teachers as an answer to fierce public criticism of standards, and university criticism that students could not use the English language. "Lack of discipline" was the commonest public complaint in one big Ontario schools survey.

In British Columbia an election was fought on the standards issue in 1975, and a conservative left-wing minister replaced by a right-wing new broom, with a mandate to restore central control. It was decided to develop a core curriculum with three identified levels: "must, should and might". A list of the major goal areas was drawn up: language—other "too simplistic" or "we've already done this"—or regarded as a bureaucratic exercise.

Ontario tightened up the curriculum in 1977, laying down a compulsory core for 15- and 16-year-olds to include credits in English, mathematics, Canadian studies and science.

In Quebec, after the Minister of Education had sent out a questionnaire to the public to ask what improvements they wanted in the schools, he drew up a more explicit and restrictive timetable, with a return to academic rigour, in response to parents' wishes. Alberta, like British Columbia, asked parents for their views through polls and consultations and in 1976 set up a Minister's Advisory Committee on Student Achievement (MACOSA) to review the quality and basic standards of education and consider the effects of ending examinations. In Nova Scotia too, public scrutiny has led to agitation to get back to the basics.

So far, parental demands for the return of departmental examinations have not been met and ministers and officials have remained reluctant to reintroduce them because of their restrictive effect on the curriculum.

The teachers do not seem to have objected very seriously to losing their new found rights to curriculum control and development. On the contrary, they were apparently grateful. This is partly because the teacher federations are able to take an active part in departmental consultations on the guidelines, partly because in practice they seem reasonably free to disregard the guidelines, and also because they often found development work very demanding of time and effort, besides putting them in the front line of public criticism when it came to results.

They had not been trained for it, a lot of them felt, and without props, and altogether their day is not as they had hoped. School boards in their turn have some responsibility for standards, evaluation, design and development of curriculum, but members often feel uncomfortable with this and want professional advice which, so far as the smaller boards are concerned, will only be available from the department.

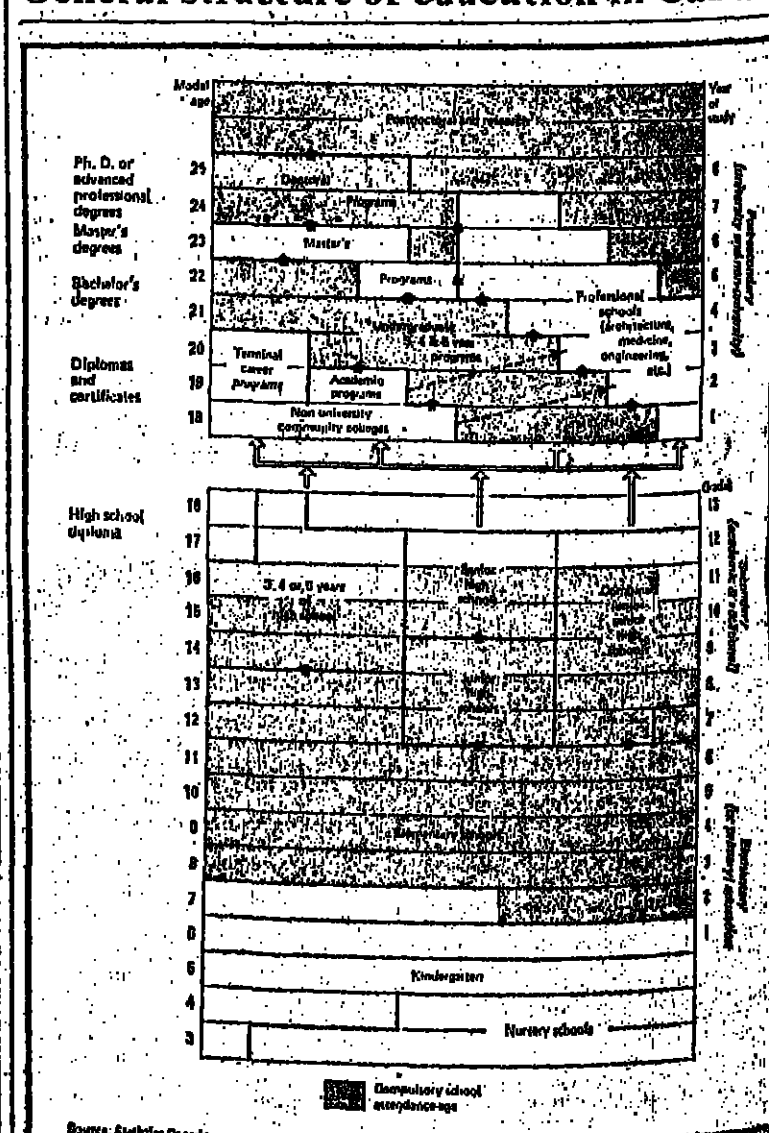
Though the boards can usually choose textbooks not on the provincial list, the fact that they might then have to pay a larger share of the cost is an effective deterrent.

Many British teachers have settled in Canada and are now working in schools there and Canadian teachers are keen to teach in Britain on exchange, so there is a good deal of comparative experience. They may get paid twice as much as in Britain, but work harder and teach more of the time: "Only three hours for preparation out of a 25 hour week," complained a head of department at one British Columbia secondary school.

A Quebec teacher, an experienced Englishman who is now the union representative on the provincial consultative committee on mathematics guidelines said that the only restrictive element in his subject was that there was not enough choice of textbooks on the approved list. From British Columbia to Ontario, teachers were clear on one thing: curriculum guidelines are not nearly so prescriptive as the straitjacket of external examinations on the British pattern.

Patricia Rowan

General structure of education in Canada



Subsidies help launch national firms

The booming business of textbook publishing is dominated by foreign ownership. Susan Walker surveys the market.

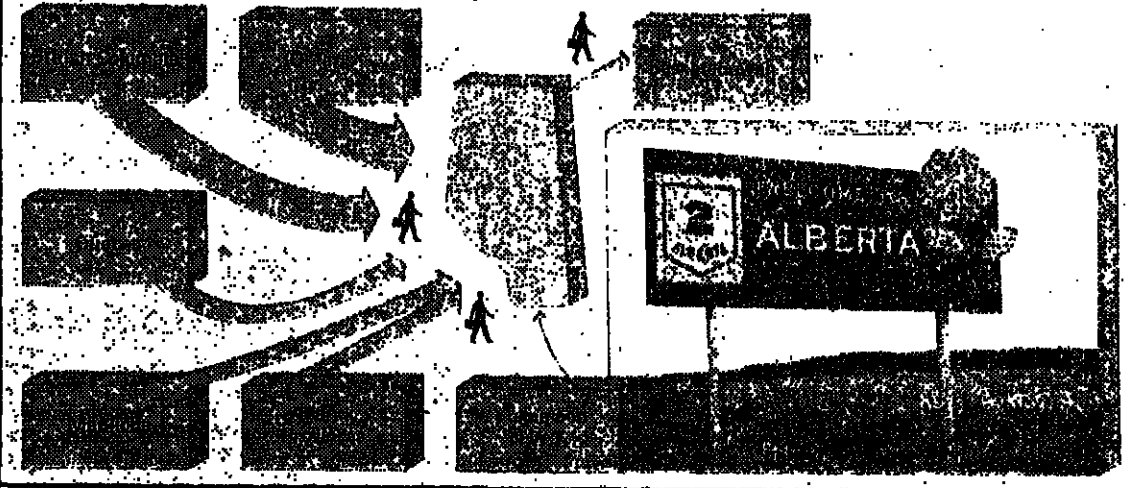
the making of a chinook

Why is the rising ocean air moist?

Why is the descending air dry?



Who moved to Alberta in 1976-1977?



Illustrations from the 80-page Junior Atlas of Alberta, one result of the province's oil profits being ploughed into state textbooks.

on *parle Français*, and developed materials for Canadian history and science courses. Copp Clark Pitman published an extensive French-language programme as well, entitled *R.S.V.P.*, and moved into elementary mathematics with *Mathways*.

McGraw-Hill Ryerson, Van Nostrand Reinhold and the Canadian-owned firm of Macmillan, McClelland and Stewart and Fitzhenry and Whiteside all contributed to the growth in publishing for new Canadian studies and Canadian-based reading programmes, with a special emphasis on the hitherto neglected areas of Canadian history and multiculturalism.

For the smaller Canadian-owned firms, lacking the backing of powerful parents and a long history in the education market, it took government subsidies to support new ventures in elementary and high school publishing. James Lorimer and Company was one of the most successful, providing reading materials for inner-city and immigrant children with its series, *Where We Live*.

The elementary/high school market, however, is softening and more publishers are turning to the rising college market. Educational publishing, particularly in the province of Ontario—by population a potential 40 per cent of the market

—took a drastic drop from about 1970, and declining enrolments will continue to depress the elementary/high school market until about 1983. Twenty-two member houses of the Canadian Book Publishers Council reported an average 10 per cent decline in sales at the end of 1979, whereas college sales had increased by 14 per cent.

The post-secondary market is still foreign dominated. American college and university textbooks are undersold to control about 85 per cent of the market. Even British textbooks, a negligible factor in the elementary/high school market, have a 4 to 5 per cent presence in the college market. The challenge to Canadian-based publishers will be to develop Canadian materials in the social sciences particularly, to feed burgeoning Canadian studies in the colleges and universities.

The government has always had, and will continue to have, a direct say in the future of textbook publishing in Canada.

Education is a provincial concern and each province dictates the use of classroom materials through the preparation of curriculum guidelines and recommended texts. Up until the 1960s it was often possible for a provincial ministry of education to make province-wide adoptions in each discipline. With the decentral-

ization of book selection, decisions on book-buying were made at the school level. This has created a much more difficult market for publishers.

Jacqueline Nestmann-Hushion, executive director of the Canadian Book Publishers Council, says: "A lot of publishers are publishing first for the West, where some province-wide adoptions are still obtainable, with the hope of some spin-off effect in the rest of the country."

But now that publishers have adapted to a decentralized system, they are suddenly faced with a new trend: regionalism. Nova Scotia, for instance, last year commissioned a history textbook specifically written for Nova Scotia students. And Alberta, with its billions of petrodollars, has launched an \$8.3m learning materials programme of Alberta anthologies and textbooks, almost completely sidestepping the publishing industry.

Such a balkanization of the country is not viewed by most industry observers as a healthy trend, but with a strong commitment to excellence, publishers expect to find continuing markets for their core materials.

Susan Walker is publisher of Quill and Quire, the magazine of the Canadian book trade.

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Computers are the new way to learn to read

continued from page 29

Chronicles of Narnia, and J. R. R. Tolkien's *The Lord of the Rings*. Recordings featuring Canadian classical composers have never been so plentiful in this country.

Although the Canadian Broadcasting Corporation has done a commendable job in the field, School Services of Canada (SSC) has filled in two of the gaps by releasing *Symphonic Capetown* by Claude Champagne and *North Country Suite* by Harry Somers. SSC has also added colour filmstrips making these audiovisuals applicable to either music or geography classes. *North Country Suite* features paintings by the venerable Grieg of Seven, with photographs of the wilderness scenes that inspired these artists. Illustrations for Champagne's music depict the rugged land and seascapes of Gaspe and the traditional occupations of its people.

Teachers have been impressed by the graded materials from a Scarborough, Ontario, distributor, Education (ETHOS). The company has created a special set of filmstrips on the history and peoples of Saskatchewan and Alberta to mark the seventy-fifth anniversary of those provinces. Some of the filmstrips are from Canadian history—William Aberhart, Nellie

J. M. LeBel Enterprises in Edmonton, Alberta) to be a useful audio aid. Some of Canada's best-known poets—including P. K. Page, Michael Ondaatje and F. R. Scott—were presented on this disc.

Similar material is also available on audio tape from the Ontario Institute for Studies in Education. The series includes such authors as Morley Callaghan, Hugh Garner, Hazel MacLennan and Mordecai Richler, while the "Canadian Poets on Tape" unit features Earle Birney, Dorothy Livesey and James Reaney, among others.

Teachers have been impressed by the graded materials from a Scarborough, Ontario, distributor, Education (ETHOS). The company has created a special set of filmstrips on the history and peoples of Saskatchewan and Alberta to mark the seventy-fifth anniversary of those provinces. Some of the filmstrips are from Canadian history—William Aberhart, Nellie

McClung and Big Bear—are mentioned in these films.

With the recent emphasis on multiculturalism in school curricula, the ETHOS series "People of Canada" is proving popular. There are individual films on such ethnic communities as the Hutterites, Chinese, Italians and Doukhobors. "Canada and the Third World" also helps senior elementary and junior high school students understand the widespread poverty in less developed countries. Each kit contains two filmstrips, two cassettes and a teacher's manual complete with games, follow-up activities, discussion topics and lists of useful resources and addresses.

As educators predicted nearly a decade ago, computers are making inroads in the educational field. One piece of hardware that is proving popular with a wide range of age groups is the Commodore PET computer (PET stands for "personal electronic transistor"). The public library in Oakville (near Toronto) has been very successful with a

pre-reading programme for four-year-olds in which children learn shapes, letters and numbers. Instead of praising a child's correct answer with words, the computer may ring bells or send a rocket zooming across the screen.

Audio-visual materials in Canada and elsewhere in the world are becoming very sophisticated and it was inevitable that someone would come up with a guide to the new technology. Four Canadian media experts—David Godfrey, John Macdon, Alphonse Quinere and Douglas Parkhill—have written a new book entitled *Gutenberg 2* (Press, Forcett), subtitled *The New Electronics and Social Change*. For students and teachers, *Gutenberg 2* is just about indispensable; it's the only way to tell a printed circuit board from a blackboard.

Don Sedgwick is a Contributing Editor for the Canadian publishing magazine Quill & Quire, and a freelance writer and editor.

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media

Forced economies

BRIAN HILL previews next year's language series

In spite of forced economies, language teachers will have 14 radio and television series from which to choose next year. An interesting development is the increasing co-operation between broadcasters and outside publishers to supplement back-up materials. *Rendez-vous* (Fridays 9.05 alternating with Tuesdays 14.14, BBC1), for example, has a resource pack of filmstrips, cassettes, information sheets and spirit worksheet masters issued by E. J. Arnold, Thames Television's Action Telf (Mondays 10.15, Fridays 10.15) is closely linked to the new course *Action*, published by Nelson.

Both of these series are repeats of last year's programmes, but experience with series as *Tout compris* suggests that programmes become more popular the more they are shown, mainly because they become more familiar with them and, most important, confident of their own ability to use them.

Rendez-vous is filmed entirely on location and has a wealth of documentary material to appeal to the 13 to 15 age range. Each programme is divided into modules of different aspects of the language and is ideal for practising listening skills, for strengthening vocabulary or for providing attractive information on France. Most of the sequences work well, though hardy perennials such as "En fête" or "Folies attract" become more familiar with time. The series is that it can be studied in conjunction with the companion series *Ensemble* (Tuesdays 14.14 alternating with Fridays 9.05), which develops the same themes in English.

Action Telf will be easier to explore this summer round, since the teacher's notes have been revised in line with the programme content. Within each programme there are considerable differences in level, theme and approach, making selection of material for video recording highly desirable.

On radio the two French series for the middle school are mainly repeats of those broadcast in previous years. *La Parole aux Jeunes* (Fridays 9.35) involves 13 to 15-year-olds in activities such as quizzes, multiple choice questions and comprehension exercises. The radioversion programme "Nord-Midi, Est-Ouest" is a straight, informative and very useful look at contrasting parts of France. *La Parole aux Jeunes* (Wednesdays 9.35) also invites listeners to participate in a quiz, but with a more general focus. "Quoi de Neuf", a new programme which invites pupils to write a short script.

For fifth and sixth formers, the main series is now *Voix de France* (Tuesdays 9.30) since *Horizons de France* has been discontinued. In the autumn term, programmes at the higher level, but later in the year they will be aimed at fifth formers. The programmes are all new with some interesting and relevant themes.

Programme one looks at the use and abuse of French, programme two at how the French have contributed to English society, and programme five at accents and dialects. Set texts are also featured with a general programme on "La Vie Quotidienne" and portraits of Gide and Flaubert.

The other French series next term comes from Continuing Education with a repeat of the third stage *Alloz France* course (Sundays 14.30, Wednesdays 23.00). This provides ideal material for fifth form, and sixth form, and is a very useful work. Each programme is based on interviews with French people about their lives and, although some of the themes are not immediately relevant to teenagers, a vast amount of information and experience about France is distilled.

For teachers of German the news next term is mainly good. Although the intermediate radio series *Die Sinfie Wir Wieder* has been axed, there are two new television series: *Deutschland* (Mondays 10.15) and *Deutschland* (Fridays 10.15) and a repeat of the multimedia *Kontakte* course. Thames Television, encouraged by the reception of their recent

Dramatic revelations

JOHN JAMES on Open University drama

BBC 2
Drama from the Open University
July 5

The Open University has about 60,000 students and offers 130 courses. It is like no other university and leads the world in the field of adult and continuing education. For many of its courses it works in a close and creative partnership with the BBC—though both retain a healthy independence. On radio and television, in the "twilight hours" of early morning, lunchtime and early evening, the spoken word, pictures, music and drama are used to open up avenues of study from specially commissioned textbooks. Programmes are designed to stimulate interest and to add personal experience to what might otherwise be book-bound study.

The wide range of OU programmes covers art, architecture and design; literature (including drama); music; psychology, family and community; public affairs and history; science; technology; vocational skills. And the complex planning, production and scheduling of many different programmes, to say nothing of raising money to finance them, must have created more than one headache.

Fortunately, the OU and the BBC have staff who are dedicated to the education of adults, and both stand. And again fortunately, both have the business expertise to make certain programmes. Without such an arrangement their cost would be unsustainable, especially considering the stature of the actors, writers, directors and producers employed. The "packages" are programmed to last for five years with a possible/probable extension for a further year.

Open University students have been able to see and hear them twice in a year since 1976/77, with further opportunities at the annual summer schools where they meet together with their tutors, apart from the accident of switching on a television or radio set when the programmes are transmitted (as I did memorably during an extract from *Ibsen's Peer Gynt*) they remain largely unknown to the public. Glory then, to whoever it was at the BBC who suggested a showing of OU extracts at peak-viewing time on a Saturday evening on BBC 2 (July 5). And further credit to the inspiration to invite Sir Huw Wheldon, veteran broadcaster and cultural guru, to make his own selection of extracts for a two-hour programme. Out of all the television programmes made for the OU he chose two parts of the *Grand Inquisitor*, a Russian headmaster of the course in Educational Psychology. This last was a special dramatization of *The Grand Inquisitor*, the fable in Dostoevsky's

novel *The Brothers Karamazov*, for the programme on "Creativity and Intelligence" in the course *Personality and Learning*.

The first extract was from Act Two of Beckett's *Waiting for Godot*. OU students see the whole act, we were shown the last half hour. Max Wall (Vladimir) and Leo McKern (Estragon) played the two tramps on their second day of waiting beneath the tree; Graham Crowden and Basil Clarke were Pozzo and Lucky. Somehow, in spite of good acting, especially from Leo McKern who brought a deep melancholy to Estragon's child-like, "Godot" seemed diminished in the confines of a television studio.

The design was partly to blame: far from the derelict world of the original stage production, this was a well-lit, colourful place with a neat road through red-flecked green earth under a rich blue sky. But, more than that, it seems to me that "outside" plays suffer great loss in transfer to the small screen. What is essentially epic and comic becomes intimate and parochial. This "Godot" never suggested a world beyond Studio A at Alexandra Palace.

Television, however, was the perfect medium for the other two extracts. From the flaming opening titles of *The Grand Inquisitor* (burning from Russian (English) the enclosed world of the Inquisition's dungeon in medieval Seville was marvellously created. Instruments of torture and a crackling fire punctuated in image and sound the cruelty of the Cardinal Inquisitor's damning monologue and underlined its ruthlessness. Played superbly by John Gielgud, he might have stepped out of a Francis Bacon painting.

Phantasma's Six Characters in Search of an Author came over brilliantly, too, the shrewdly imagined characters (in and out of the author's head) to "real" actors worked without the difficulties or embarrassment sometimes attendant on stage production. The casting of Nigel Stock (The Father), Charles Gray (The Producer) and Lisa Harnow (The Step-daughter) was splendid. Both productions fully deserved Sir Huw's description: "marvellous... a privilege and a pleasure" for the audience.

This was the first Open University Showcase. The hope is that there will be others; different choices by different people. Many of the technology programmes are, for instance, very suitable for a wider non-specialist audience. The three extracts chosen by Sir Huw Wheldon were all made in 1976-77.

How clever of the much-maligned BBC to make a popular programme in this way—and at 1976 prices! What splendid vehicles for learning and culture! The programme deserves their opening fanfares and are a cause for thanks and pride.

Briefings

Radio and tv

Open University

The Meaning of Fossils (Saturday, 07.40 BBC2)

Discusses the interpretation of fossils during the seventeenth, eighteenth and early nineteenth centuries.

Constable and Turner (Saturday, 08.30 BBC1)

An examination of their paintings.

Islam in Bolton (Sunday, 07.40 BBC2)

Praying and working. A Bolton textile firm has provided a prayer room for its Asian workers.

Reunion (Tuesday, 07.05 BBC2)

A play which examines the risk involved in personal relationships. Reunion by Alan Plater stars Nicholas Selby and Richard Pate as two old school friends taking the risk and reviving the past.

CE and general interest

The Marriage of Figaro (Thursday, 07.05 BBC1)

A double-bill featuring scenes from Mozart's opera and Beaumarchais' original play.

The Palazzo Farnese at Capri (Friday, 23.45 BBC2)

Filmed on location in Italy, the programme looks at the manner in which the Cardinal Farnese by his architect, Vignola.

Athlete (Saturday, 10.00 BBC1)

A series for those seeking to improve their technique or take up a new sport. Each programme deals with one skill within the disciplines, running, jumping and throwing.

Can We Make Jobs? (Sunday, 16.30 VHF4)

This programme draws together some themes from previous weeks and looks at community initiatives. Features the work of the Highlands and Islands Board and its "community cooperatives".

Land—A Resource (Friday, 23.40 VHF4)

Sketches the history of land usage in Britain. This series deals with agriculture, mineral mining, urban development and amenity values.

Film

A Place for Music is a film of a made by the Films which looks at the work of the Schools Council Secondary Music Project. It examines the work of a group of teachers who are exploring the ability of teaching music in a way, one which involves in music making and cultural education. The film is 40 minutes long. It was sponsored by and available from the Schools Council.

by Ian Patterson

responsible nonentity, half-reluctantly embracing failure in a northern town. He has procured (for his committee) the services of Robert (Richard Pearson), a renowned public figure, ennobled for unrepented achievements.

In this initially simple situation the complexities only emerge as the relentless bonhomie that James owes at the beginning weakens under "hostile" revelations from Robert, who is here not to do his former school friend a favour, but to take a long-awaited revenge for an incident at school, nearly 40 years previously. The whole play concerns the repercussions of a moment of intense humiliation, following Robert's victory in the Inter-House Debating Competition, when instead of shaking hands, James had kissed him on the lips in front of the assembled school.

As a play about risk it is very fertile, and the collaboration process between producer, director and author enables it to suggest areas that can recapitulate and flesh out previous elements in the course without becoming too programmatic or sacrificing new ideas. At its

Uniform response

Eric Midwinter

Have you been to a "welcome to new parents" evening at your local school? We're now five down and one to go; that is, we've done three primary and two secondary, with our third youngster still to go on to secondary school. We've just done our second secondary welcome, if you are still following these domestic geopolitics.

The unvarying factor, however many done or still to accomplish, is the colour of the school uniform, all of course, obtainable from the local outfitters. Then at secondary level, there is the equally inevitable sight of the games teacher doing a spirited imitation of the Fifty Shilling Tailor.

All that we do, talk about a "parent education system": just PE kit alone knocks in the shade all the fuss about parents paying for textbooks. We were treated this time to a mannequin parade of pupils rigged out in suitable attire—and if you think that it is a mode of dress as long as parents and children agree with the school policy, one way or the other, we're no longer.

What does bother us is where a school has a rigid and specific rule on school uniform which means parents have little or no choice of price, quality or time: they

must buy that green and purple blazer, with the special pleats and the school badge (two canes rampant and an art mistress couchant) at the stated price, at no other shop but the one prescribed, and woe-betide you (or at least your unlucky child) if it is not being worn on September 4.

With inflation, VAT and other Acts of God, some parents claim to be spending well over £200 in such circumstances, and that is not chicken feed—in spite of the fact that chicken feed has also risen in price.

So we wrote to all education authorities on the subject. It was a begging letter in reverse. We were begging them to stop taking money off us.

We suggested that head teachers should be asked to consult with parents on the matter; to consider school clothing of a much more basic kind (the straightforward black blazer, the grey skirt and so on) so that parents might shop around for the quality and price which suited them; and, in general, to shorten any lists of what they were regarding as "compulsory".

One thing the world in inverted commas. No law allows heads to prescribe school uniforms as such, but the courts have always upheld the head's jurisdiction to rule that indiscipline might result if certain conventions are not obeyed.

One thing the world in inverted commas. No law allows heads to prescribe school uniforms as such, but the courts have always upheld the head's jurisdiction to rule that indiscipline might result if certain conventions are not obeyed.

We are delighted to report that several local authorities responded with sympathy and dispatch. Of the 104 in England and Wales, 58 were courteous enough to reply. Of these, 10 were Manchester, Hounslow, North Tyneside, Salford, East Sussex, Cleveland, Nottingham-

programme. Watch! had introduced the theme of Robinson Crusoe. Together with discussing the problem of living in isolation—and giving hints on how to deal with cannibalism in the context of the multi-ethnic classroom—the accompanying teacher's booklet suggested that the children construct a model island using liquid clay and paper mache.

Into the resulting goo they were to plant moss, mustard and cress seeds, wheat grains, a daisy, beans and anything else they fancied. And behold, from all that waste, the seeds sprouted thickly under the regime prescribed. ("The island needs to be damp if you want it to sustain vegetable life, so be prepared to have the occasional 'rain' storm," and water it with a spray bottle of lukewarm water will grow a bit of luck, your island will grow a splendid effect of mist in the valley.")

The children are quite delighted with their gorgeous tropical island, romantically decked out with waving fronds of miniature greenery. Their hard-working teacher is triumphant. But not so certain other key persons.

network

One of our probationary teachers has just invented the concept of "Curriculum Constraints on the Infant Curriculum" (contain to feature in the next Open University reader on Curriculum Design).

That excellent school television Street, Countesthorpe, Leicester LE8 3QJ.

The programme of *Summer Tasks* 1980 organized by the National Conservation Corps is now available. Volunteers aged 16 to 70 have a choice of 150 projects; the work includes such tasks as building a path, erecting a fence to exclude sheep from an oak woodland, repairing a

Peak District dry stone wall, or clearing scrub from a chalk grassland nature reserve. Copies (free) will be sent a stamped address label to the British Trust for Conservation Volunteers, 10-14 Duke Street, Reading, Berkshire. Telephone 0734 596171.

Teaching and Racism is an illustrated discussion document intended to aid teachers using "anti-racism" materials in their classrooms. The curriculum areas covered by the teacher are: history, geography, science, and

Social Studies. There is also a Resource section, and a piece by Alan Hoxton on the controversial Times article "The European Example" (a 28-page booklet published by the Society of Teachers Opposed to Physical Punishment, as a result of a STOPP fact-finding mission in a sample of Common Market countries. It looks at the consequences of the abolition of corporal punishment in Continental European countries; the attitude of European teachers to this form of punishment; the effect of abolition on pupil behaviour and pupil-teacher relationships; and alternative methods of discipline being used. An appendix covers the legal position in European countries. Copies (50p plus 13p postage) from 10 Lonsdale Gardens, Croydon, Surrey CR0 4HR.

Community Works is the first of a series of case studies of youth and community work projects initiated by the National Council for Community Work. The first study is of a project in

shire, and Shropshire—recently raised the matter with their head teachers, while ILEA and Newham assured us that the matter was under constant review.

Other authorities willingly agreed to include the points made by NCC at meetings of heads or in bulletins to schools; these included South Tyneside, Bradford, Bolton, Poyry, Trafford, Wirral, Harrow, Suffolk, Dudley, Wolverhampton, Cumbria, and Tyneside. Staffordshire, Derbyshire, Essex, Barnsley, Merton, Havering, and Lincolnshire went so far as to copy and circulate the NCC's letter on this thorny topic.

Truth to tell, South Glamorgan merely acknowledged our letter with a little postcard, and Cheshire

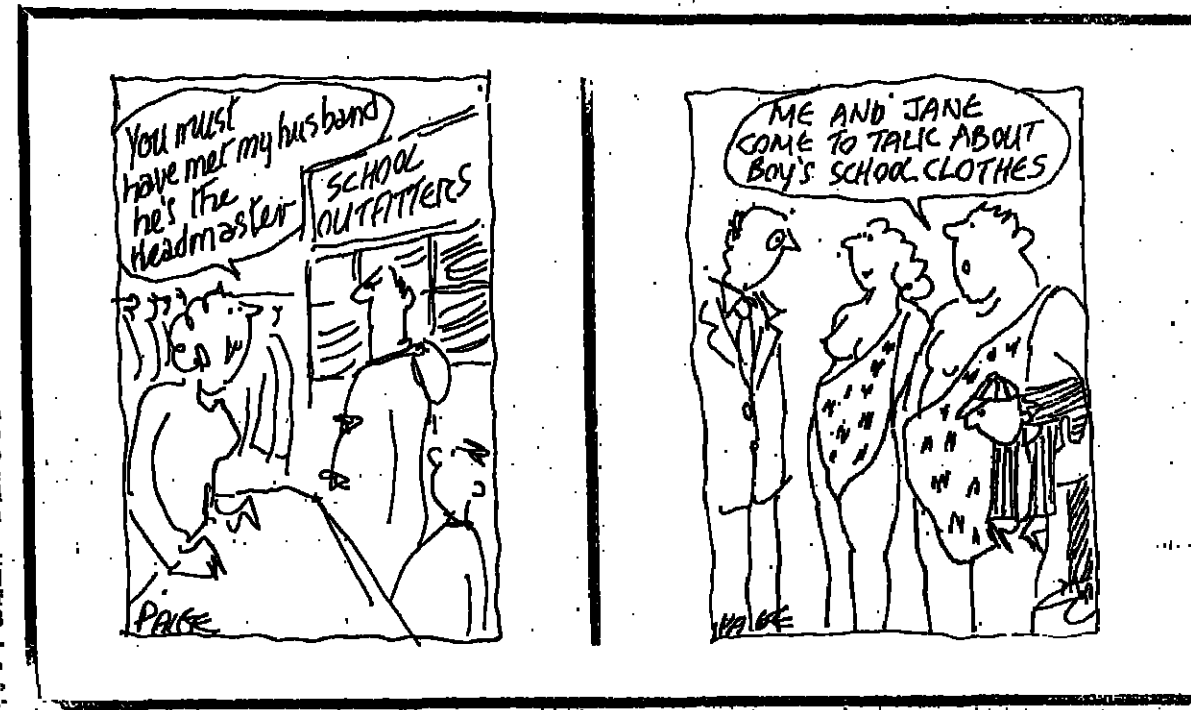
told us, somewhat curtly, that as they had told schools two years ago about the Price Commission survey, they did "not propose to take any further action". Still, even that was better than the 66 LEAs who did not respond at all: maybe they are so busy doing something about it inspired by our fervent appeal, that they had no time for a chatty reply?

Nevertheless, let's be optimistic. We were very encouraged by the degree of agreement and sympathy of so many authorities. He alerted to the fact that over 100 head teachers of England and Wales, head teachers and governing bodies have been requested to look seriously at the problem in the light of the points we raised. Several of them

reminded schools of the need for close parental consultation.

It goes without saying that NCC was delighted with the talent and very reasonable stance of so many local education authorities, and our hope is that such compassion will permeate through to the schools. We look forward to hearing from teachers and parents that, in many schools and in many places, there has been some alleviation in what, for many families, is a sorely grievous issue.

Eric Midwinter is head of the Public Affairs Unit at the National Consumer Council and chairman of the Advisory Centre for Education.



The problem, it appears, is one of smell, for by day five the island begins to exude the whiff of decay. Two days later, the helper ostensibly shifts her quarters nearer the window, casting aspersions, so to speak, on the educational value of model-making. By day nine, she threatens to resign.

Supported by her ally, the tyrannical schoolkeeper, who brandishes the union rules *Health and Safety at Work*, she consigns the whole stinking thing to the dustbin.

Mention of these significant paragraphs reminds me of an American article I once found called "Juniorior Constraints on Innovations in Inner-city Pedagogy". This the really sums up the experiences of many enthusiastic newcomers.

Arising out of the same television series on Robinson Crusoe another class I saw had suspended a colour-ful collection of mobiles (parrots and fishes) from the ceiling and the classroom ceiling. Unfortunately these constituted a fire hazard, and the schoolkeeper took it upon himself to tear down the display without a prior word.

At the same school a student teacher I visited found the floor so filthy that she arrived early one morning with mop and pail and scrubbed the whole thing herself. After that she was less than popular with the schoolkeeping staff and wisely refrained from doing model-making. Potter's wheels have been idle there for years because of cleaning problems. "We need to throw liberal doses of disinfectant in and around the offending areas. Only then is the all-clear sounded for break and monitor dispatched to spread the good news."

Another head I know takes a close personal interest in the lavatories. Each morning at 10.25 educationalists reminds me of an American article I once found called "Juniorior Constraints on Innovations in Inner-city Pedagogy". This the really sums up the experiences of many enthusiastic newcomers.

Arising out of the same television series on Robinson Crusoe another class I saw had suspended a colour-ful collection of mobiles (parrots and fishes) from the ceiling and the classroom ceiling. Unfortunately these constituted a fire hazard, and the schoolkeeper took it upon himself to tear down the display without a prior word.

On the other hand schools that do not smell just do not seem right. A new glasshouse comprehensive made me quite uneasy. It lacked that rich mixture of smells, that special olfactory patina fused together by years of collective and consistent activity by densely

packed small beings, and which is refined and preserved as part of the fabric of the buildings themselves.

Primary schools tend towards a mixture of sickly-sweet urine, disinfectant, stewed cabbage, wax crayons, stale milk and damp raincoats; secondary schools towards dust, sweat, varnish and plimsoles. At least that's as near as I can get to it. It's all spreading, and the teachers' and pupils bring it home in their books, clothes and hair.

Of course, there are subtle differences and we may yet live to see a PhD in this fascinating field (*Local variations in olfactory curriculum constraints: a field study of the educational effects of different odours* by Ian and Mary Ball, University of Warwick, 1984), and elderly educationists on television, like wine snobs or Arthur Negus, identifying rare school smells.

A good original example from Singapore is "Fossiliferous Emmerdale J.M. and T. though of course this bouquet is easily faked", or "Sacred Heart, Lumley, Friday, without a doubt a distinctive specimen. Lovely deep nose. Very nice".

For 11/10/80

Should they be kept apart?

Faced with evidence that girls were underachieving in maths and sciences, one school has chosen to teach some girls maths separately from the boys. Stuart Smith looks at the results and possible consequences



At the Cambridge Conference on Sex Differentiation and Schooling held in January, the controversy about the advantages of teaching Maths and Science to girls in single sex groups was discussed. One speaker, Alison Kelly of Manchester University, aroused interest when she referred to a mixed school in Tameside where single sex Maths sets had been established. The school she mentioned is Stamford County Secondary Modern in Ashton-under-Lyme. Stamford faces the familiar problem that year by year the majority of girls under achieve in Maths and Sciences.

In Maths, all first year pupils are tested a few weeks after arrival, and average scores of boys and girls at this stage are roughly equal. By the end of the first year, however, the average test score of the boys is already significantly higher. Even at this early stage, girls are less likely to ask or answer questions, and are more likely to exhibit other signs of a lack of interest in Maths.

During the second and third year, the gap between the average marks of boys and girls tends to increase considerably. Consequently, when the external examination courses are established at the beginning of the fourth year, boys outnumber girls by four or five to one in the top two sets (which prepare for O level).

Discussions with the few girls who are placed in the O level Maths sets reveal that they generally feel uncomfortable in the 'strongly masculine' environment. They tend to adopt a deliberately passive role in class, as they fear boys' ridicule if they give a wrong answer or ask a question which could be considered foolish. Consequently, their chance of success is inhibited.

The girls claim to feel no more comfortable with a female than a male Maths teacher.

Under these circumstances, the school decided that in October 1978 a first-year all-girls Maths set would be established, and that the performance of this set would eventually be compared to that of girls in a mixed set of similar ability.

Stamford is an eight-form-entry school, and on arrival the pupils are placed in mixed ability forms conveniently labelled

S, T, A, M, F, O, R, and D. About five weeks after arrival a general Maths test is given, to determine in which set each pupil will be placed. The two half-year groups ('STAM' and 'FORD') are then each divided into five Maths sets (two 'A' sets, two 'B' sets and a small remedial set).

It was decided that the two A sets in 'STAM' should be single sex (one of boys and one of girls), and that the girls' set would eventually be compared with one of the mixed A sets in 'FORD'. As 'STAM' and 'FORD' have Maths at different times it was possible for the same teacher to take both sets, and to teach similar lessons to each set.

It was decided to make no comparison of performance between the two sets during the first year, nor was any attempt made to explain what was happening to the pupils. Those placed in the single sex sets displayed a singular lack of curiosity about their position, possibly because they were still newcomers to the school.

In September last year the pupils began their second year at Stamford. The all girls set now had a different Maths teacher, who also took the appropriate mixed set in the other half year group. At this stage it was decided that the test performances of the two sets would be compared during the second year. To date, the pupils have been tested twice (November last year and February, this year). Each of the tests was wide ranging, with emphasis being placed on recently covered topics.

Average marks were as follows:

	October 1978	February 1979	February 1980
All girls set (initial selection test)	58.9%	55.1%	54.7%
Girls in equivalent mixed set	58.9%	50.0%	43.9%
Boys in equivalent mixed set	59.0%	59.0%	56.4%

The October, 1978, scores indicate that at the time of the initial set selection there was little to choose between the girls in either set. By February this year the average score of the girls in the mixed set had fallen well behind that of the boys in the same set. In other words, these

girls were conforming to the typical pattern for the school.

The girls in the single sex set, however, achieved a far better average score than the girls in the mixed set, and were only slightly below the average score achieved by the boys.

Whereas nine of the 16 girls in the mixed set failed to achieve 40 per cent in the February test, only four out of 31 girls in the single sex set failed to obtain this score.

The school also established two all-girls first-year Science sets in September, 1978. These sets still exist.

It was hoped to compare these sets with mixed sets of similar ability having the same teacher, but unfortunately last year the school lost two science teachers in a Tameside redeployment exercise. The subsequent restructuring of the timetable destroyed any chance of a fair and accurate comparison of test results. Nevertheless, the test scores indicate that the girls are performing well, and average scores are higher than those for girls in mixed sets.

Of particular interest are the comments of the teachers who have taken the all girls sets. They unanimously agree that the behaviour of these girls is much more boisterous and lively than that of the girls in the mixed sets, suggesting that the presence of boys has a pacifying effect.

All the girls sets are considered to be more difficult to settle down, but once work begins the girls are far more forthcoming than girls in mixed sets. Furthermore, the working atmosphere is generally better, and a greater degree of cooperation has been observed, both between girl and girl, and girl and teacher.

All of the teachers in the project were rather sceptical and doubted that much would be learned from it. It is therefore highly unlikely that any of them, either consciously or unconsciously, gave special attention or emphasis to the all girls sets.

The school has not been particularly anxious to compare the performance of boys in single sex sets to that of boys in mixed sets, because there is a strong

tradition of academic success among Stamford boys, particularly in maths and sciences. There is some concern that in the maths test in February this year, the average mark of the all boys set was lower than that of the boys in the equivalent mixed set. This poor performance, however, could well be accounted for by a change of teacher in November last year, as a result of redeployment.

Clearly, any statistics produced from exercises of this kind are open to all sorts of questions. Apart from the time-taking and staffing difficulties already mentioned, the number of pupils involved has been quite small, and other factors such as pupil absence and the timing of the various lessons should really be taken into account.

Nevertheless, the headmaster and senior staff at Stamford feel that a great deal has been learned. The evidence favouring the teaching of mathematics and sciences to girls in isolation is very strong. One possible approach would be to gradually introduce single sex settings for all pupils in these subject areas.

On the other hand, the possibility of improving the performance of girls in mixed sets is not being overlooked. The mixed sets is not being overlooked, the of the major values of this exercise has been the interest it has sparked among many teachers now that an improvement in girl performance has been shown to be feasible. Classroom strategies for dealing with under achievement are now more readily discussed. The curriculum has come under closer scrutiny for showing signs of male bias. It is more generally recognized that teacher expectation of boys performing better could have an adverse effect on the girls.

Clearly the motivation now exists to develop a school-based in-service training programme. This will be centred initially in the mathematics and science departments, and will focus on improving the academic performance of girls. It is hoped that discussion will broaden to include general questions of under achievement in all subject disciplines.

Stuart Smith is deputy head and director of studies, Stamford School, Ashton-under-Lyme, Manchester.

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BUCKINGHAMSHIRE

WYCOMBE DIVISION

BAUCKS COUNTY PRIMARY SCHOOL

HEAD TEACHER

Group 4

Head of Department

Head of Department

Head of Department

Head of Department

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SHEPHERD DIVISION

WYCOMBE DIVISION

BAUCKS COUNTY PRIMARY SCHOOL

HEAD TEACHER

Group 4

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SECONDARY Science continued

LONDON
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2. A minimum of 10 years' experience in the subject.

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Secondary Vacancies

The authority would be pleased to receive applications from teachers who are already qualified for Scale 1 posts in the following subjects:

Business Studies (including office work)
Chemistry
Design & Technology
French
Home Economics/Textiles
Mathematics
Physics

Posts in the Authority's teaching service carry an In-Service Allowance of £208 p.a. in addition to the Burnham Salary.

The appropriate application form may be obtained from the Head Office (722), Inner London Education Authority, Room 8, No. 1, The County Hall, London EC1 7PB and you are very welcome to telephone 01-633 2101 for further details. Please state whether you are seeking a first teaching appointment.

Lancashire

Unless otherwise stated, the following posts are required for 1 September 1980.

Forms/further details from and returnable to the Head Teacher at the school (S.A.E. please).
Closing date 28 July 1980.

SECONDARY SCHOOLS
POULTON-LE-FYLDE, HODGSON COUNTY HIGH
Moorland Road, Poulton-le-Fylde, Blackpool. (1,094)

SCALE 2—MATHEMATICS
Special responsibility for the team.

BILLINGTON, ST. AUGUSTINE'S R.C. HIGH
Elder Lane, Billington, Blackburn. (900 mixed).

SCALE 1—FRENCH

BURSCOUGH, PRIORY HIGH
Trevor Road, Burscough, Ormskirk. (850 mixed).

SCALE 1—FRENCH & GERMAN
Ability to teach both to 'O' level.

CHORLEY, SOUTHLANDS HIGH
Clover Road, Chorley. (11-16, 1,024 mixed).

SCALE 1—GEOGRAPHY & SCIENCE

ACCRINGTON, MOORHEAD COUNTY HIGH
Cromwell Avenue, Accrington. (1,100 pupils 11-16).

SCALE 1—CHEMISTRY

BOROUGH COUNCIL OF SOUTH TYNESIDE
EDUCATION DEPARTMENT

REDWELL COMPREHENSIVE SCHOOL (11-16, 1,000)

Assistant Teacher of Commerce (Scale 1)
Required for September 1980 on either a temporary or permanent basis as an Assistant Teacher of Typewriting and/or Office Practice. The school has well equipped courses to G.C.E. level.

Application forms are obtainable by sending a stamped addressed envelope to the Director of Education, Education Department, Town Hall, Jarrow, Tyne and Wear, NE2 3LE. Completed forms should be returned to the Education Office as soon as possible.

VIOLIN TEACHER/INSTRUCTOR
Salary: Burnham Scale 1, or in accordance with Local Education Authority's Scale for Instructors.
Required for September 1980. The Teacher/Instructor will be required to teach in both primary and secondary schools, and to assist with the Hourglass orchestra scheme at one of the L.E.A.'s Music Centres.
Application forms and additional information are obtainable from the Director of Education, Town Hall, Jarrow, NE2 3LE. Completed forms to be returned within 10 days of the appearance of this advertisement.
K. Stringer
Director of Education

FOR SALE AND WANTED

HILLINGDON
(London Borough of)

HARLEIGH SCHOOL
Harleigh Road, Harleigh, Hillingdon, London Ux8 1AA
Number 01-261 1400

Required for September 1980 for one of the following posts:
1. **TEACHER OF PHYSICS** (Scale 1) to teach in the Physics Department. The successful candidate will be responsible for the teaching of Physics to Years 10 and 11. The post is full-time and involves a heavy workload. The successful candidate will be expected to contribute to the development of the department and to the school as a whole.

2. **TEACHER OF CHEMISTRY** (Scale 1) to teach in the Chemistry Department. The successful candidate will be responsible for the teaching of Chemistry to Years 10 and 11. The post is full-time and involves a heavy workload. The successful candidate will be expected to contribute to the development of the department and to the school as a whole.

3. **TEACHER OF BIOLOGY** (Scale 1) to teach in the Biology Department. The successful candidate will be responsible for the teaching of Biology to Years 10 and 11. The post is full-time and involves a heavy workload. The successful candidate will be expected to contribute to the development of the department and to the school as a whole.

4. **TEACHER OF MATHEMATICS** (Scale 1) to teach in the Mathematics Department. The successful candidate will be responsible for the teaching of Mathematics to Years 10 and 11. The post is full-time and involves a heavy workload. The successful candidate will be expected to contribute to the development of the department and to the school as a whole.

5. **TEACHER OF HISTORY** (Scale 1) to teach in the History Department. The successful candidate will be responsible for the teaching of History to Years 10 and 11. The post is full-time and involves a heavy workload. The successful candidate will be expected to contribute to the development of the department and to the school as a whole.

6. **TEACHER OF GEOGRAPHY** (Scale 1) to teach in the Geography Department. The successful candidate will be responsible for the teaching of Geography to Years 10 and 11. The post is full-time and involves a heavy workload. The successful candidate will be expected to contribute to the development of the department and to the school as a whole.

7. **TEACHER OF P.E.** (Scale 1) to teach in the P.E. Department. The successful candidate will be responsible for the teaching of P.E. to Years 10 and 11. The post is full-time and involves a heavy workload. The successful candidate will be expected to contribute to the development of the department and to the school as a whole.

8. **TEACHER OF ARTS** (Scale 1) to teach in the Arts Department. The successful candidate will be responsible for the teaching of Arts to Years 10 and 11. The post is full-time and involves a heavy workload. The successful candidate will be expected to contribute to the development of the department and to the school as a whole.

9. **TEACHER OF MUSIC** (Scale 1) to teach in the Music Department. The successful candidate will be responsible for the teaching of Music to Years 10 and 11. The post is full-time and involves a heavy workload. The successful candidate will be expected to contribute to the development of the department and to the school as a whole.

10. **TEACHER OF DANCE** (Scale 1) to teach in the Dance Department. The successful candidate will be responsible for the teaching of Dance to Years 10 and 11. The post is full-time and involves a heavy workload. The successful candidate will be expected to contribute to the development of the department and to the school as a whole.

11. **TEACHER OF DRAMA** (Scale 1) to teach in the Drama Department. The successful candidate will be responsible for the teaching of Drama to Years 10 and 11. The post is full-time and involves a heavy workload. The successful candidate will be expected to contribute to the development of the department and to the school as a whole.

EDUCATIONAL POSTS OVERSEAS

Ministry of Posts, Telegraphs and Telephones, (Saudi Arabia)

The British Council has been asked to provide English Language instruction for trainees at the Telecommunications and Broadcasting Training Institutes and the Saudi Telephone Training Centres at Riyadh and Jeddah.

THE WORK will be based on an English for Special Purposes approach and will combine subject instruction and the teaching of English skills in job-oriented exercises and operations. The subjects include mathematics, electronics, electricity and power engineering as well as specialised job areas of telecommunications, broadcasting and telephone operations, maintenance and repair. Students will be trained to follow technical features wholly or partly in English, to undertake problem-solving exercises in English and to use a wide range of English technical manuals.

The following staff will be required for September 1980.

DIRECTOR (based in Riyadh)

Telecommunications and Broadcasting Training Institute, Riyadh

PROGRAMME MANAGER (Deputy Director)

CHIEF INSTRUCTOR

15 INSTRUCTORS

TELECOMMUNICATIONS SPECIALIST

Telecommunications and Broadcasting Training Institute, Jeddah

CHIEF INSTRUCTOR

8 INSTRUCTORS

Saudi Telephone Training Centre, Riyadh

PROGRAMME MANAGER (Deputy Director)

CHIEF INSTRUCTOR

7 INSTRUCTORS

Saudi Telephone Training Centre, Jeddah

CHIEF INSTRUCTOR

5 INSTRUCTORS

A further 10 instructors will be required by January 1981. All posts are for men only.

THE DIRECTOR will have overall responsibility under the Ministry for the design and implementation of this programme. He will direct the London-recruited teaching staff and a locally-engaged support and administrative staff. Candidates must have a postgraduate qualification in EFL or Applied Linguistics, extensive relevant experience in ESP and materials preparation and course design and considerable administrative experience in positions of leadership. Some experience of the Arab world is desirable.

THE STAFF will have either a postgraduate qualification in EFL or Applied Linguistics and some TEFL experience or a relevant science or technical qualification with experience of or interest in the linguistic problems of foreign students of science and technology. Programme Managers and Chief Instructors will have administrative experience and leadership skills. There will be opportunities for course design, materials preparation and classroom teaching and administration. On-the-job training will be provided for those whose background is in language teaching or in technical instruction and who are interested in relating the two.

TERMS OF SERVICE

BASIC SALARIES:

Director: SR7600 per Hijra month (29 1/2 days), annually reviewed. Programme Managers: Starting at SR5583 per Hijra month rising by annual increments of SR130 (app) to SR6995.

KEY ENGLISH LANGUAGE TEACHING SCHEME

The following posts to be filled under the KELT scheme are wholly financed by the British Government as part of Britain's programme of aid to developing countries. Candidates must be UK citizens.

1 SENIOR AND 1 ASSISTANT TEACHER/EXPERT IN ELT (Egypt)

El Zawiya El Hamra Technical Teacher Training School, Cairo. Duties: To design a 5 year EFL/ESP course for trainee teachers. Evaluate the materials and produce final versions. Train counterparts to use course and conduct English up-grading courses for technical staff.

Qualifications: Senior Post: Degree and MA in Applied Linguistics or 1 year postgraduate Diploma in TEFL essential and 5 years relevant overseas experience including ESP. Assistant: Degree and PGCE (TEFL) and 2 years relevant experience.

Salary including 10 per cent inducement: Senior post £8,801-£12,272 p.a.; Assistant: £6,297-£7,408 p.a. 80 K 38-39

LECTURER IN ENGLISH (Egypt)

Ain Shams University, Cairo.

Duties: To lecture in ELT Methodology, ESP and Phonetics/Phonology to Diploma and MA students. To continue development of the phonetics/phonology component of Curriculum Development project and pilot teaching materials under development.

Qualifications: Candidates, preferably aged 30-45, must have a degree and MA in Applied Linguistics or a 1 year University Diploma in TEFL plus 5 years relevant experience including at least 2 years overseas and a background in phonetics. Knowledge of Arabic desirable.

Salary: £7,779-£9,631 p.a. including 10 per cent inducement. 80 K 40

LECTURER IN ESP (Mexico)

Instituto Tecnológico y de Estudios Superiores de Monterrey.

To develop and revise materials for science and technology students

Chief Instructors: Starting at SR5083 per Hijra month rising to SR6453. Instructors & Reprographics Specialist: Starting salary in the range of SR4285-SR4934 according to age, qualifications and experience. Annual increments.

OTHER EMOLUMENTS:

Post Allowance: SR250 per month (single) SR700 (married)

Transport Allowance: SR500 per month

Baggage Allowance: Half of first month's salary

Child Allowance: SR125 per month (under 5), SR200 (over 5)

Educational Allowance: SR10,000 per annum (first child), SR8,000 per annum (second child)

There is no taxation in Saudi Arabia and earnings are fully convertible to sterling. Current rate of exchange £1 equals SR7.84

BENEFITS:

Free furnished accommodation; termination grant after 3 years service; 45 days passage-paid leave per annum; sick leave. Annually renewable contracts with the British Council.

English Language Unit (Saudi Arabia)

Jeddah Oil Refinery Company, Jeddah.

I. HEAD OF ENGLISH LANGUAGE UNIT

II. SENIOR INSTRUCTOR

III. 2 INSTRUCTORS

DUTIES:

I. Responsibility for design and implementation of courses in English for Special Purposes for trainee maintenance craftsmen, operators and others. Policy and administration. Overall control of the Unit.

II. Assistant to Head of Unit in design and implementation of ESP courses. Some teaching.

III. Teaching, class administration and materials writing.

QUALIFICATIONS:

I. Men only, single or married with up to 2 children. Degree, TEFL qualification and at least 5 years' overseas TEFL experience essential.

II. Single men only, Degree, TEFL qualification and at least 3 years' overseas TEFL experience essential. A scientific/technical qualification and connected experience desirable.

III. Single men only, Degree and TEFL qualification essential, a scientific/technical qualification and connected experience desirable.

Salary: I. SR66,986-SR71,940 p.a.

II. SR60,758-SR65,436 p.a.

III. SR54,528-SR59,208 p.a.

Current rate of exchange (£1 equals SR7.84)

BENEFITS:

I. Personal allowance: SR4,500 p.a. single-SR12,000 p.a. married; outfit allowance £174 single-£258 married; baggage allowance £481 single-£898 married; child allowance: SR2,840 p.a. per child in Jeddah; education allowance: up to SR10,000 p.a. per child in Jeddah; up to £1,850 p.a. per child at UK boarding school.

II/III. Personal allowance: SR4,500 p.a.; outfit allowance £174; baggage allowance £481.

All posts: Free furnished accommodation. Air fares. Transport allowance: SR6,000 p.a. Medical insurance. Superannuation allowance: 45 days' annual leave. 1 year contract. Reappointment annually on similar terms is expected to be possible. 80 A 132-135

ASSISTANT DIRECTOR OF STUDIES (Poland)

Language Centre for Academic Staff, Jagiellonian University, Krakow.

Duties: To teach English language and to assist in the running of ELT courses for academic staff.

Qualifications: Degree in English or Modern Languages, TEFL qualification and at least 3 years TEFL experience.

Salary: £7500 zloty per month (current rate of exchange 71.19z equals £1).

Benefits: British Council subsidy of £2,896 per year paid in UK. One year contract, renewable. 80 B 58

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OVERSEAS

Appointments continued

NEW GUINEA

NATIONAL BROADCASTING

OFFICE OF THE DIRECTOR

Port Moresby, New Guinea

A challenging opportunity for a

person with a degree in English

and a minimum of 5 years' experience

in radio broadcasting. The successful

applicant will be based in Port

Moresby and will be responsible for

the production and presentation of

radio programmes in English and

Portuguese. The successful applicant

will be required to undertake a

period of training in the UK. The

salary is £10,000 per annum (first

child), £8,000 per annum (second

child). There is no taxation in New

Guinea and earnings are fully

convertible to sterling. Current rate

of exchange £1 equals SR7.84

BENEFITS:

Free furnished accommodation; termination

grant after 3 years service; 45 days

passage-paid leave per annum; sick

leave. Annually renewable contracts

with the British Council.

English Language Unit (Saudi Arabia)

Jeddah Oil Refinery Company, Jeddah.

I. HEAD OF ENGLISH LANGUAGE UNIT

II. SENIOR INSTRUCTOR

III. 2 INSTRUCTORS

DUTIES:

I. Responsibility for design and implementation

of courses in English for Special

Purposes for trainee maintenance

craftsmen, operators and others. Policy

and administration. Overall control

of the Unit.

II. Assistant to Head of Unit in design

and implementation of ESP courses.

Some teaching.

III. Teaching, class administration and

materials writing.

QUALIFICATIONS:

I. Men only, single or married with up to

2 children. Degree, TEFL qualification

and at least 5 years' overseas TEFL

experience essential.

II. Single men only, Degree, TEFL

qualification and at least 3 years' overseas

TEFL experience essential. A scientific/

technical qualification and connected

experience desirable.

III. Single men only, Degree and TEFL

qualification essential, a scientific/

technical qualification and connected

experience desirable.

Salary: I. SR66,986-SR71,940 p.a.

II. SR60,758-SR65,436 p.a.

III. SR54,528-SR59,208 p.a.

Current rate of exchange (£1 equals

SR7.84)

BENEFITS:

I. Personal allowance: SR4,500 p.a. single-

SR12,000 p.a. married; outfit allowance

£174 single-£258 married; baggage

allowance £481 single-£898 married;

child allowance: SR2,840 p.a. per

child in Jeddah; education allowance:

up to SR10,000 p.a. per child in

Jeddah; up to £1,850 p.a. per child

at UK boarding school.

II/III. Personal allowance: SR4,500

p.a.; outfit allowance £174; baggage

allowance £481.

All posts: Free furnished accommodation.

Air fares. Transport allowance:

SR6,000 p.a. Medical insurance.

Superannuation allowance: 45 days'

annual leave. 1 year contract.

Reappointment annually on similar

terms is expected to be possible.

80 A 132-135

Benefit: British Council subsidy of £2,896

per year paid in UK. One year contract,

renewable. 80 B 58

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per year paid in UK. One year contract,

renewable. 80 B 58

Benefit: British Council subsidy of £2,896



Assistant Editor Educational Reference

Oxford University Press seek an Assistant Editor to work in the Educational Reference Department. The work will involve reading proofs of bilingual dictionaries (conventional and computer settings); providing material for new projects - specifications and samples; reporting on translations where linguistically qualified; liaising with production and design staff. Candidates will be recent modern languages graduates capable of detailed work and preferably with EFL/ESL experience or qualification.

The job will be in Oxford. The salary is dependent upon experience, but is unlikely to be less than £8000 p.a.

Please apply in writing to John Swenzy, Oxford University Press (Publishing), Walton Street, Oxford OX2 8DP.

Oxford University Press

CAMPAIGN AGAINST RICKETS THE SAVE THE CHILDREN FUND IN PARTNERSHIP WITH A WORKING GROUP ON RICKETS AND THE DHSS REQUIRE A:-

CAMPAIGN DIRECTOR

A person of leadership and seniority is required to initiate and develop a national programme of health education to eradicate rickets from the Asian community. The appointee will work closely with leaders of Asian communities and in collaboration with Area Health and Local Authorities. Experience in a health profession is an advantage, and a knowledge of the NHS is essential. Familiarity with Asian cultures and an Asian language are highly desirable. The appointment will be for 12 months. Applicants post-retirement, or for secondment from permanent positions, will be considered. Salary is according to experience and qualifications and commensurate with seniority and responsibility of the appointment. This post will preferably be based in the London area but this could be varied to fit in with the circumstances of the appointee. Informal enquiries will be welcomed.

Application forms from: Michael Williams, Director of Child Care, Save the Children Fund, 157 Clapham Road, London SW9 9PT. Tel: 01-582 1414. Closing date for applications: 20th July, 1980.

Save the Children

Do you know enough about computers to teach other people?

Control Data is one of the country's leading computer training organisations and we are continually seeking top-flight programming and systems personnel for our expanding computer education business.

Teaching experience would be useful, but extensive experience of commercial data processing coupled with good communication skills are the prime requirements. So if you are looking for a challenging and rewarding career working with highly motivated students in all areas of data processing training, the Control Data Institute offers you a unique career opportunity.

C.D.I. currently has vacancies for tutors with a minimum 3 years commercial data processing experience at our Institutes located in Birmingham, Bristol, Leeds, London, Manchester and Nottingham, where we use multi-media instruction methods and are currently moving into computer-based education techniques.

Besides the inherent reward of working with individuals and small groups of students, we can also offer you extensive opportunities for personal and professional development, plus all the normal large-company benefits. Starting salaries are in the £6,500 to £9,500 range.

For further details and an application form, please telephone Miss Jodie Barclay on 01-240 3400 or write to Mike Floyd at C.D.I., 77 Wells Street, London W1.

CONTROL DATA INSTITUTE

Miscellaneous

WRITE THE JARGON OUT OF COMPUTING

As one of the leading computer science journals, a network of writers, teachers and students, we are looking for authors to write on computing in a way that is accessible to all. We are looking for writers who can write in a clear, concise and lively style. We are looking for writers who can write in a way that is accessible to all. We are looking for writers who can write in a clear, concise and lively style. We are looking for writers who can write in a way that is accessible to all.

It is interesting work, offering a chance to write on a wide range of subjects, and to work with a team of writers and editors. We are looking for writers who can write in a clear, concise and lively style. We are looking for writers who can write in a way that is accessible to all.

DORSET COUNTY COUNCIL COMMUNITY EDUCATION. We are looking for a person to work in the community education department. The person will be responsible for the development and delivery of community education programmes. The person will be responsible for the development and delivery of community education programmes.

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INNER LONDON COMMUNITY EDUCATION. We are looking for a person to work in the community education department. The person will be responsible for the development and delivery of community education programmes. The person will be responsible for the development and delivery of community education programmes.

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COURTLANDS CENTRE

Facilities for teaching, learning and research. The Centre is located in the heart of the city. It is a modern building with a wide range of facilities. It is a modern building with a wide range of facilities.

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MINERVA OUTDOOR VENTURES. We are looking for a person to work in the outdoor education department. The person will be responsible for the development and delivery of outdoor education programmes. The person will be responsible for the development and delivery of outdoor education programmes.

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VIETNAMESE REFUGEES

We are opening a residential school for forty-eight 13-16 year-old Vietnamese Refugees, who, with special help, could qualify for further education. We are looking for a Head of Unit, with ESL and O Level teaching experience, able to develop an appropriate curriculum.

We also require six other teachers with ESL and/or Maths/Science qualifications, including one Cantonese and one Vietnamese speaker.

Contracts are for 2 years. All posts are residential. Salary linked to Burnham: 1 ST/Deputy Head, one Scale 3, five Scale 2.

Applications giving full C.V. to: Colin Hodgkiss, The Save the Children Fund, 157 Clapham Road, London SW9 9PT. Tel: 01-582 1414.

Save the Children

LONDON BOROUGH OF CAMDEN

Bath and Recreation Department

SWIMMING & PHYSICAL EDUCATION INSTRUCTOR

£5,307-£5,709 p.a.

Required to teach swimming and physical education to ILEA, private schools and public classes, ensuring progression to correct levels.

Must possess ASA Teacher's Certificate and a recognized qualification in physical education.

Permanent; superannuable post situated in the Hampstead area, offering a 35-hour week, generous leave, and annual season ticket loan scheme.

Application form from, and to be returned to, General Manager, Bath and Recreation Department, Kenilworth Town, Prince of Wales Road NW5, or telephone 01-485 3678/5008, quoting reference No. 11/777.

CAMDEN - AN EQUAL OPPORTUNITY EMPLOYER

T.E.F.L. COURSES

LinguaLabs Ltd will be holding eight one-week courses in the Teaching of English as a Foreign Language at Rutherford College, University of Kent, Canterbury, starting on Mondays from July 7 to September 1, 1980.

The Course is residential and candidates should possess a University Degree or a Teaching Certificate (or similar qualification).

A number of teaching posts in Portugal, Spain, Japan, England, Finland, Greece, Brazil, Germany, Italy and France may be available for successful trainees in 1980/1981.

The Course will be conducted by Direct Method experts. The fee will be £158 + VAT, and includes instruction, teaching materials, private room and all meals, as well as the use of recreational facilities.

For further information, please write to LinguaLabs Ltd, Rutherford House, Canterbury, Kent CT2 7NX, attention: Staff Manager, TEFL Course, enclosing a stamped addressed foolscap envelope.

UNIVERSITY self-catering studio flats; two to five persons. Weekly Saturday lets. July 12 to September 20.

Bed and breakfast in LSE Halls of Residence. Individuals/groups. August and September. Long or short stay.

Enquiries: Miss Barbara Powrie, Bookings and Functions Officer, London School of Economics, Houghton Street, London WC2A 2AE.

Telephone: (01) 405 7686, extension 824, 10 am to 4.30 pm, Monday to Friday.

DIFFERENT

Teaching is a very rewarding profession, but there are some who may feel they would like something slightly different, yet remain within the sphere of education. At Grand Metropolitan Hotels the Special Events Department have, for over 7 years, been organising important student seminars on a variety of subjects studied at school and college levels.

We need expert help in the creation, administration and organisation of our various student seminars which are held throughout Europe. Thus, we are looking for a person with a solid background in teaching who feels he or she could contribute to the efforts of our present Promotions team but with specific responsibility for educational events.

The person must be creative, flexible and possess the drive and determination to further develop our present successful programme. In return we offer a salary of c. £7750 and excellent career prospects. The job is based in central London and applicants should send a C.V. or telephone for an application form to:

Andrew Clark, Personnel Manager - Recruitment, Grand Metropolitan Hotels Limited, 7/8 Stratford Place, London W1A 4U. Tel: 01-629 0818.

HOW TO BE YOUR OWN BOSS IN A GROUP THAT EMPLOYS OVER 70,000 PEOPLE

Everybody would like the freedom of being their own boss. And the rewards that normally go with it. But there are risks too. So most of us tend to stick to our jobs in big companies.

For the security, the pension, the holidays and the pay. There is a job, however, that enables you to combine the two.

As a Life Assurance Salesman for Barclays Life Assurance Company Limited you are very much your own boss, but we don't pretend it's easy.

You have to plan your day, set your own targets and provide your own motivation. But you get paid for the effort you put in, as if you were your own boss.

Last year, for instance, one of our Salesmen earned over £22,000 and many over £11,000. And you still enjoy the benefits of working for a large Organisation. Paid holidays, Pension, Insurance, and profit sharing are just a few of them. In all, we believe it's the best package on the market. Just like the Policies you'll be selling.

Apply to: John Hibell, Barclays Life Assurance Co. Ltd, 252 Remford Road, London E7 5JB.

E. J. ARNOLD & SON LTD

DESK EDITORS

MATHS

MODERN LANGUAGES

We wish to appoint two Desk Editors who will work closely with the sponsoring editors in the development of new teaching materials for schools. The work will include liaison with authors and teachers. Involvement with every stage of the editorial process. The Maths Editor will work initially on Infant and Junior materials, but developments into secondary school materials, and science publications, are planned.

The Modern Languages Editor will be working on a range of teaching materials in French and German, including some multi-media packages, for use at secondary school level. A thorough knowledge of French and German is essential.

We would like to meet you if:

You have a relevant teaching background, or

You have desk-editing experience, preferably in schools publishing

You find a starting salary of around £5,500 p.a. attractive

Please send details of age, experience and qualifications to:

Mrs L. J. Sheppard, Assistant Personnel Manager, E. J. Arnold & Son Ltd, Belfryway, Stroud, Glos. GL8 1AX.

Davy Computing Limited has a vacancy for an INDUSTRIAL LECTURER

Davy Computing Limited, a subsidiary in the Davy Corporation and successful in computerised drafting and design, has a vacancy with career prospects for someone from the teaching profession.

A new training (night) school is to be established to run courses for users of the company's equipment and computer systems. A competent teacher, qualified to at least B.Ed. standard, is sought to undertake the setting up of the function and to give courses of instruction in the use of the computer-aided design systems.

The successful applicant will receive full technical training. Location will be either at Sheffield Head Office or London (Harrow) Branch Office.

Applications are invited from members of either sex. A generous salary and progressive conditions of employment, together with the other usual large-company benefits, are offered. Relocation expenses will be paid where necessary.

Please reply to:

Mrs. E. J. Bishop, Personnel Officer, Davy Computing Ltd, Moorfoot House, 2 Clarence Lane, Sheffield S3 7JZ.

Davy

Computing Services Association

For sale: fully equipped Science Centre, 12,000 sq. ft. building, 10 classrooms, 2 labs, 1 computer room, 1 library, 1 office, 1 kitchen, 1 bathroom, 1 shower, 1 toilet, 1 storage room, 1 parking space, 1 garden, 1 driveway, 1 garage, 1 carport, 1 shed, 1 outbuilding, 1 fence, 1 gate, 1 road, 1 path, 1 bridge, 1 tunnel, 1 viaduct, 1 overpass, 1 underpass, 1 culvert, 1 drainage system, 1 sewerage system, 1 water supply system, 1 electricity supply system, 1 gas supply system, 1 heating system, 1 cooling